

**A STUDY OF THE CONCEPTIONS AND PRACTICE
MODES OF MICRO-TEACHING IN THREE
DIPLOMA TEACHER COLLEGES
IN KENYA**

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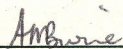
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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.



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I would like to thank the many student-teachers and lecturers who allowed me to observe their micro-lessons, who responded to the range of questions I asked and who were willing to spend considerable time talking to me about their views towards micro-teaching.

Special tribute goes to my supervisors, Dr. N. J. G. G. and Dr. J. G. J. Claassen who provided guidance and constructive advice at various stages of this study, and indeed my entire post-graduate programme at Kenyatta University. Thanks also to Dr. Kariyasa who guided me in the later stages of the research and to my colleagues Acheng O. and J. G. for their helpful responses.

DEDICATION

Invaluable assistance came from other individuals in many forms. In particular Mr. Timothy **To my family: Mr. Bwire, Mst. Achola,** who provided me with relevant literature. **Misses Tinda and Vero and to my parents:** who provided invaluable support. **Alubisya and Mutakale** of the three colleges, who made it possible for me to work smoothly in their institutions. To all I say, thank you.

Finally, I must acknowledge the unique and indispensable support provided by my husband. His counsel helped me through the many difficult periods when work seemed over-burdening. And, last but not least, special tribute goes to my parents who saw to, and encouraged me through my academic pursuits.

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1.1 Destination 1

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1.6 **STATEMENT OF THE PROBLEM** 2

1.7 **OBJECTIVES OF THE STUDY** 3

1.8 **SIGNIFICANCE OF THE STUDY** 4

1.9 **ASSUMPTION OF THE STUDY** 5

1.10 **LIMITATIONS OF THE STUDY** 6

1.11 **DELIMITATIONS** 7

1.12 **DEFINITION OF TERMS** 8

REFERENCES 21

TABLE OF CONTENTS

PAGE

Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	x
List of Figures	xii
Abbreviations	xiii
Abstract	xiv
<u>CHAPTER ONE INTRODUCTION</u>	
1.0 INTRODUCTION	1
1.1 BACKGROUND TO MICRO-TEACHING	1
1.1.1 Definition of Micro-teaching	3
1.1.2 Objectives of Micro-teaching	4
1.2 BACKGROUND TO THE PROBLEM	5
1.2.1 Introduction	5
1.2.2 Teacher Education in Kenya	6
1.2.3 Diploma Teacher Training in Kenya	6
1.2.4 General Background Preparation of Teachers	8
1.2.5 Preparation of Teachers of English	9
1.2.6 The Teaching of English in Kenya Secondary Schools - An Overview of the Integrated English Syllabus	11
1.2.7 The English Syllabus in Diploma Colleges	12
1.2.8 Pedagogic Problems in the Training of Teachers of English.	13
1.3 STATEMENT OF THE PROBLEM	15
1.4 OBJECTIVES OF THE STUDY	16
1.5 SIGNIFICANCE OF THE STUDY	17
1.6 ASSUMPTION OF THE STUDY	17
1.7 LIMITATIONS OF THE STUDY	18
1.8 DELIMITATIONS	18
1.9 DEFINITION OF TERMS	19
REFERENCES	21

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0	INTRODUCTION	22
2.1	THE CONCEPT OF MICRO-TEACHING	22
2.1.1	The Rationale of Micro-teaching	22
2.1.2	The Components of Micro-teaching	24
2.1.3	Some Models and the Skills of Micro-teaching	27
2.2	RELATED STUDIES ON MICRO-TEACHING	29
2.2.1	Student-teachers' Attitudes to Micro-teaching	29
2.2.2	Teachers' Attitudes to Micro-teaching	32
2.2.3	Effectiveness of Micro-teaching	33
2.2.4	Micro-teaching in Relation to Specific Subjects	34
2.2.5	Pupils Versus Peers in the Micro-lesson	36
2.2.6	Problems Encountered in Implementing Micro-teaching Programmes	38
2.2.7	Other Studies	39
2.3	CONCLUSION	41
	REFERENCES	43
<u>CHAPTER THREE: METHODOLOGY</u>		
3.0	INTRODUCTION	44
3.1	THE SUBJECTS	44
3.2	DEVELOPMENT OF RESEARCH INSTRUMENTS	44
3.2.1	The Instruments and Sources for their Construction	44
3.2.2	Construction of the Instruments	45
3.2.3	Description of the Research Instruments	46
3.3	SAMPLING PROCEDURES	48
3.3.1	College Sample	48
3.3.1	Respondents' Sample	49
3.3.3	Respondents for the Various Instruments	51
3.4	DATA COLLECTION PROCEDURES	52
3.4.1	Data Collection	53
3.4.2	Administration of the Instruments	53
3.5	STATISTICAL METHODOLOGY	54
3.6	FIELD PROBLEMS	55

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA.

4.0	INTRODUCTION	56
4.1	STUDENT TEACHERS AS RESPONDENTS	56
4.1.1	Introduction	56
4.1.2	Background Information	56
4.1.3	The Usefulness of Micro-teaching Skills to the Student-teachers of English.	57
4.1.4	Reactions to the use of Peers, Supervision and Feedback Procedures in Micro-teaching	59
4.1.5	The Adequacy and Relevance of Micro-teaching	62
4.1.6	Attitudes Towards Micro-teaching	65
4.2	LECTURERS AS RESPONDENTS	71
4.2.1	Introduction	71
4.2.2	Lecturers' Background Information	71
4.2.3	The Usefulness of the Micro-teaching Skills for the Training of Teachers of English as Viewed by Lecturers	72
4.2.4	Aspects of Micro-teaching	77
4.2.5	The Role and Adequacy of Micro-teaching	80
4.2.6	Attitudes Towards Micro-teaching	82
4.2.7	Problems Encountered by Lecturers of English in Micro-lessons	86
4.3	HEADS OF THE ENGLISH AND EDUCATION DEPARTMENTS AS RESPONDENTS	87
4.3.1	Introduction	87
4.3.2	Background Information on the Heads of the English Departments	88
4.3.3	Usefulness of Micro-teaching Skills for the Training of English Teachers	89
4.3.4	Time Allocated to the Micro-teaching Programme	91
4.3.5	The Role and Adequacy of Micro-teaching Practice in the Three Colleges	92
4.3.6	Problems in Micro-teaching	94
4.3.7	Preparation of Supervisors for Micro-teaching	96
4.4	DATA FROM OBSERVATION AND DOCUMENTS	97
4.4.1	Introduction	97
4.4.2	The Format of Micro-teaching in the Three Diploma Colleges	97
4.4.3	Time, Numbers and Feedback Procedures in Micro-teaching	102
4.4.4	Skills and Topics Practiced during Micro- and Peer-teaching Sessions	104
4.4.5	Problems Experienced by Student-teachers during Micro-lessons	106

4.5	CONCLUSION	107
	NOTES	108
<u>CHAPTER FIVE: A SUMMARY AND DISCUSSION OF THE MAJOR FINDINGS</u>		
5.0	INTRODUCTION	109
5.1	BACKGROUND INFORMATION ON THE RESPONDENTS	109
5.2	OBJECTIVE ONE: THE ROLE AND FORMAT OF MICRO- TEACHING IN THE THREE COLLEGES	110
5.3	OBJECTIVE TWO: THE USEFULNESS OF MICRO-TEACHING SKILLS FOR THE TRAINING OF TEACHERS OF ENGLISH	111
5.4	OBJECTIVE THREE: TRAINEES' AND TRAINERS' ATTITUDES TOWARDS MICRO-TEACHING	113
5.5	OBJECTIVE FOUR: THE ADEQUACY AND RELEVANCE OF MICRO-TEACHING	114
5.6	OBJECTIVE FIVE: REACTIONS OF STUDENT-TEACHERS TO TIME ALLOCATED TO THE MICRO-TEACHING PROGRAMMES LEVEL OF MICRO-TEACHING PUPILS AND FEEDBACK INSTRUMENTS AND PROCEDURES	118
5.7	OBJECTIVE SIX: PROBLEMS ENCOUNTERED IN MICRO- TEACHING BY TEACHER TRAINEES AND TRAINERS IN THE THREE COLLEGES	121
5.8	THE PREPARATION OF SUPERVISORS TO IMPLEMENT MICRO-TEACHING PROGRAMMES	122
5.9	CONCLUSION	123
<u>CHAPTER SIX: CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS</u>		
6.0	INTRODUCTION	124
6.1	THE MAIN CONCLUSIONS OF THE STUDY	124
6.2	THE SCOPE OF GENERALIZATIONS	126
6.3	IMPLICATIONS FOR TEACHER TRAINING	127

6.3.1 General Recommendations for Micro-teaching Programmes	127
6.3.2 Specific Suggestions for English Teacher Training	130
6.4 SUGGESTIONS FOR FURTHER RESEARCH	132
6.5 CHAPTER SUMMARY	133
REFERENCES	134
BIBLIOGRAPHY	135
APPENDICES	1
IV.4: Student Teachers' views on lecturers' and peers' responses to micro-teaching performance	137
IV.5: The Distribution of Student-teachers' responses on the extent of the micro-teaching duration	137
IV.6: Distribution of Student teachers' responses to whether micro-teaching is sufficient to produce a skilful teacher especially during TP	138
IV.7: Rating of micro-teaching as compared with other areas of teacher preparation	138
IV.8: Student-teachers' scores on general attitude towards micro-teaching in the three colleges	139
IV.9: Distribution of student-teachers' responses on each item related to their attitude towards micro-teaching	139
IV.10: Ranking of the skills student teachers prefer for micro-teaching as expressed by the lecturers	140
IV.11: The skills rated as the most difficult to use in English lessons	140
IV.12: Variation of length of time for a micro-lesson by each student-teacher as shown by lecturers' responses	141
IV.13: Lecturers' views about the state of micro-teaching in the three colleges	141

LIST OF TABLES

<u>Table</u>	<u>Page</u>
IV.1: Student-teachers' ranking of the micro-teaching skills in terms of importance to English teaching	57
IV.2: Ranking of the English topics most favored for micro-teaching by the student-teachers	58
IV.3: Student-teachers' comments on lecturers' presence in micro-teaching lessons	60
IV.4: Student-teachers' views on lecturers' and peers' comments on micro-teaching performance	61
IV.5: The Distribution of Student-teachers' responses on the adequacy of the micro-teaching duration	62
IV.6: Distribution of Student-teachers' responses to whether micro-teaching is sufficient to produce a skillful teacher especially during TP	63
IV.7: Rating of micro-teaching as compared with other areas of teacher preparation	64
IV.8: Student-teachers' scores on general attitude towards micro-teaching in the three colleges	66
IV.9: Distribution of student-teachers' responses on each item related to their attitude towards micro-teaching	67
IV.10: Ranking of the skills student-teachers prefer for micro-teaching as expressed by the lecturers	73
IV.11: The skills rated as the most difficult to use in English teaching	75
IV.12: Variation of length of time for a micro-lesson by each student-teacher as shown by lecturers' responses	77
IV.13: Lecturers' views about the state of micro-teaching in the three colleges	80

IV.14: Lecturers' views on the role of micro-teaching in preparing student-teachers for TP and the Teaching Profession	82
IV.15: Lecturers' responses on items related to their attitudes to micro-teaching	84
IV.16: Skills considered most appropriate for English Teaching by the Heads of English departments	90
IV.17: Kinds of comments given by student-teachers and lecturers during micro- and peer-teaching sessions	104
IV.18: Ranking of skills most commonly practiced during micro- and peer-teaching sessions	105
IV.19: Ranking of topics chosen for micro- and peer-teaching practice	106

ABBREVIATIONS

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
IV.1:	Format of micro-teaching in college A	98
IV.2:	Format of micro-teaching in college C	101
ELT	English Language Teaching	
GHC	Geography, History, Civics (A combined Course)	
HOD	Head of Department	
KACE	Kenya Advanced Certificate of Education	
KCE	Kenya Certificate of Education	
KCSE	Kenya Certificate of Secondary Education	
KIE	Kenya Institute of Education	
LRC	Learning Resource Center	
MOE	Ministry of Education	
STLAG	Student Teacher Lesson Appraisal Guide	
TESL	Teaching English as a Second Language	
TP	Teaching Practice	
TTIs(s)	Teacher Training Institutions (s)	
UT	Untrained Teacher	

ABBREVIATIONS

CRE	-	Christian Religious Education
E.A.A.C.E	-	East African Advanced Certificate of Education
ELT	-	English Language Teaching
GHC	-	Geography, History, Civics (A combined Course)
HOD	-	Head of Department
KACE	-	Kenya Advanced Certificate of Education
KCE	-	Kenya Certificate of Education
KCSE	-	Kenya Certificate of Secondary Education
KIE	-	Kenya Institute of Education
LRC	-	Learning Resource Center
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ABSTRACT

The purpose of this research was to study selected aspects of micro-teaching in English as practiced in three diploma teachers' colleges in Kenya. In view of the literature reviewed, the framework of previous studies on micro-teaching and six stated research objectives, information was collected on the following:

- (a) The role and format of micro-teaching.
- (b) The usefulness and adequacy of micro-teaching.
- (c) Micro-teaching skills practiced.
- (d) Lecturers' and student-teachers' attitudes towards micro-teaching.
- (e) Problems facing micro-teaching.

The information was obtained from a stratified proportional random sample of student-teachers using questionnaires, interview schedules and an observation guide. Other sources of information were lecturers of English, heads of the English and the Education departments, documents from the researcher's own observations.

The data obtained were analysed using percentage-frequency tables, and ranks to generate appropriate conclusions about the stated objectives.

The main findings from the study were:

- (a) Although all the three diploma colleges used micro-teaching as a preparation for teaching practice, each college organized and conducted the micro-teaching in its own unique way due to time constraints, disparity in facilities, number and quality of personnel.
- (b) Micro-teaching was construed by both student-teachers and lecturers as a tool for enhancing professional performance, particularly for teaching practice; the main benefit being gain and growth in confidence on the part of the student-teachers.

- (c) The practice of micro-teaching skills required more time and better feedback mechanisms than those available.
- (d) The skills most favored by student teachers for micro-teaching were strongly dependent on the topics chosen and the amount of time available.
- (e) Lecturers did not portray uniform and adequate standards of supervision and micro-teaching evaluation.
- (f) Some significant teaching skills relevant to English teaching for example, higher order questioning were omitted in the micro-teaching programmes of the three colleges.
- (g) There was a significant relationship between the frequency of practiced micro-teaching skills and lecturers'/student teachers' attitudes towards their relative importance.
- (h) Major constraints to micro-teaching were: shortage of staff, lack of adequate physical facilities and equipment, large numbers of student teachers, lack of feedback about the programme and weaknesses in the design of the curriculum where the time provided for micro-teaching was inadequate.
- (i) Most of the lecturers had not gone through programmes that trained them as micro-teaching supervisors or implementors.

Some recommendations which would help in the improvement of micro-teaching programmes and the general preparation of student teachers for teaching practice were made as outlined in Chapter Six.

CHAPTER ONE

1.0. INTRODUCTION

In this chapter, a background to the study is laid out and the problems, purpose and significance stated. Certain assumptions about the study are made. The limitations are pointed out and areas to which the study is delimited defined. Finally, terms pertaining to this study have been defined.

1.1 BACKGROUND OF MICRO-TEACHING

Micro-teaching was conceived and first implemented as part of the teacher-education programme in the United States at Stanford University School of Education in 1963 by Robert Bush, Dwight Allen, Frederick MacDonald and co-workers.

The precursors of Micro-teaching in the Stanford programme for training of Secondary School teachers adopted what is now known as the Technical-Skills-approach. Technical skills are specific instructional techniques and procedures that a teacher may use in the class-room. They represent an analysis of the teaching process into relatively small components that can be used in a different combination.

Allen and Ryan (1969) reported that in the United States during the 1950's and 1960's the schools and teachers came under attack for failing to help children master the basic skills (the 3R's). There was an increasing demand that teachers be held accountable for the achievement of their pupils. Teachers in turn, blamed teacher-education, claiming that their pre-service and in-service training had not provided them with the skills necessary for ensuring student achievement at a desirable level. Through extensive governmental and foundation resources, American teacher educators were encouraged to innovate. Micro-teaching was one of these innovations.

Allen and Ryan reported that in 1963, over 60 Stanford teacher education candidates in the intern programme were randomly divided into two groups. One group got micro-teaching training, the other, the standard student-teaching experience

in local cooperating schools. It was found that micro-teaching-prepared teachers performed better than those with the standard school-based experience.

The above proved the effectiveness and importance of micro-teaching. Turney, Cliff Dunkin, and Trail, (1973) reported that in the United States, more than half the teacher-education programmes were using micro-teaching by 1968. The position was much the same in Australia by 1973. Micro-teaching soon spread to many countries and was established in many universities and teacher training institutions as one of the teacher training techniques.

It is against this background that Kenya adopted micro-teaching for use in pre-service teacher-training programmes. It has been used in Kenya to train graduate and diploma secondary school teachers and primary school teachers. Micro-teaching is also used in Kenya to train post-graduate students for Diploma in Education (P.G.D.E.) and for nurses training for Diploma in Advanced Nursing among others.

However, in spite of the obvious effectiveness of micro-teaching, it was observed by Turney *et al.*, (1973) that "Micro-teaching is certainly not the panacea for all problems of teacher-education, but it is one of the most promising innovations in teacher-education in recent times."¹ What Turney and associates observed here was one of the researcher's points of interest - to see the influence of micro-teaching on student-teachers, its place in the education of teachers of English and the possible problems experienced by teacher educators during micro-teaching.

Allen and Ryan (1969) noted that although the term micro-teaching was coined in 1963, the concept was not a static one. That micro-teaching continues to grow and change and develop both in focus and format is true. This statement justifies the need for research in this area especially in Kenya. Already, research works have been conducted on micro-teaching in universities like Stanford (US), at the University of Sydney (Australia), at the Stirling University and at Lancaster University (UK), among others. None has so far been done in Kenya.

1.1.1 Definition of Micro-teaching

Since its inception at Stanford, several countries have adopted micro-teaching and accordingly modified it to suit their own situations. Therefore, micro-teaching formats may vary from country to country though the concept remains the same.

According to the Stanford model,

micro-teaching is a training concept that can be applied at various pre-service and in service stages in the professional development of teachers. Micro-teaching provides teachers with a practice-setting for instruction in which normal complexities of the class-room are reduced and in which the teacher receives a great deal of feedback on his performance.²

Turney et al., (1973) summarize micro-teaching as "teaching in miniature -teaching scaled down in terms of class-size, time, task and skill. It is contrived, but nevertheless, real teaching."³

To minimize the complexities of the normal teaching encounter, several dimensions are limited - the length of the lesson is reduced, the scope of the lesson is narrowed, and a few pupils are used. The "teacher" concentrates on a specific training skill and utilizes several sources of feedback such as the supervisor (or lecturer), the students, the teacher's own reflection and (if the institution can afford), playback of videotapes. The student-teacher also has an opportunity to repeat the entire process by reteaching the lesson and again having his performance discussed. In the second and subsequent cycles, the student-teacher reteaches different students followed by another critique. In this way, practice is ensured.

Torsten (1985) gives us a broader explanation of micro-teaching. He says that micro-teaching is a

laboratory training procedure aimed at simplifying the complexities of regular teaching-learning procedures. The trainee is engaged in a scaled-down and focussed situation-scaled down in terms of class-size, lesson length and focussed on teaching tasks such as practice and mastery of specific skills such as lecturing, questioning, or leading a discussion, mastering specific teaching strategies...⁴

With the above explanation, a broad idea of micro-teaching is established. Taken with precaution and seriousness therefore, micro-teaching improves or should improve a teacher's ability as exemplified by the Stanford experience.

According to Kenyatta University College, the whole micro-teaching programme could be composed of three phases:

- (i) Acquisition of Knowledge: where skills are described, analyzed and demonstrated to the student-teachers in the form of lectures and video or film shows,
- (ii) Acquisition of skills: where practice of certain teaching skills is provided without the pressure of the actual teaching situation. Student-teachers concentrate on one skill at a time and teach a small group of peers.
- (iii) Transfer of skills: There is a final practice of a slightly longer duration: 15-20 minutes, which could be called an integrated skill practice, in which the student-teacher is supposed to apply as many of the skills as possible in one lesson. This practice will take place when all the skills selected have first been practised in isolation.

Teachers trained in this process should therefore, presumably be able to take on their task with confidence, having undergone a practical skill experience.

1.1.2 Objectives of Micro-teaching

Perhaps it is also important to point out the objectives of having micro-teaching in a teacher training programme. According to the Stanford model of micro-teaching, the following are some of the objectives of micro-teaching in teacher-training:-

- (i) to provide a bond of relevance between theory and practice;
- (ii) to provide the student with the ability to identify a certain teaching skill and to suitably incorporate that particular skill into his own behavioral repertoire;

- (iii) to provide skills needed to be competent teachers in secondary and primary school, and especially, for teaching practice.

The researcher had these objectives in mind and tried to discuss how far the practice of micro-teaching in the respective colleges aims at the realization of these objectives.

It should be noted from the start that micro-teaching is only a technique in teacher-education and not an entire training programme. The purpose of the learning activities in micro-teaching, that is, studying the component behaviors (theory of micro-teaching), watching model videotapes, practising the skills and receiving feedback, are all to help the student-teacher acquire and demonstrate competence in the particular skill(s) practised. Micro-teaching forms the practice component of teacher-education and it is just as important as the information component of teacher-education, that is, the courses like Educational Psychology, History, Philosophy and others, all of which go into the making of what is supposed to be a trained teacher. Below, the researcher briefly looks at teacher education in Kenya, in order to get the rationale for the study.

1.2 BACKGROUND TO THE PROBLEM

1.2.1 Introduction

Kenya, for a long time, and even up to today, has used many innovations and other aspects of education which are foreign to her. Micro-teaching was one of these innovations. Many attempts have been made to localize many aspects of education with success; for instance in GHC education. However, some aspects in education are global in the sense that they can be used anywhere in the world. Whereas it is considered effective for the local system, micro-teaching needs a great deal of research in Kenya so that it can be adapted to Kenya's own system. It was therefore, one of the purposes of this research, to study the practice of micro-teaching in Kenyan institutions; an area into which not much research has been done. A starting point to provide a basis for research was to briefly have an overview of teacher education (which incorporates micro-teaching) in Kenya.

1.2.2 Teacher-Education in Kenya

In the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. (Kamunge Report, 1988), it was clearly stated that teacher education in Kenya;

is a process of providing qualified teachers and is therefore, central to ensuring the maintenance of quality and relevance of education. The quality of teaching is mainly determined by the level of academic and professional education and training⁵

It is evident from the above that Kenya recognizes and emphasizes the training of teachers in order to achieve the objectives and policies of education. Some of the specific objectives of teacher education according to the Kamunge Report are to:

- (i) develop communicative skills.
- (ii) develop professional attitude and values.
- (iii) create initiative, a sense of professional commitment and excellence in education.
- (v) enable the teacher to adopt to the environment and society.

It is imperative therefore, that teacher training be geared towards the achievement of these objectives and micro-teaching being part of the teacher-training course, should help realize one or more of these national objectives of teacher-education.

1.2.3. Diploma Teacher Training In Kenya

The pre-service Diploma Teachers' Colleges in Kenya are Siriba, Moi, Laikipia (now University Colleges) Kagumo, Kisii, Kenya Science Teachers' College

(KSTC) and Kenya Technical Teachers' College (KTTC). Diploma teachers for the Languages, Arts, Humanities, Music and Home-science are trained at Kagumo, Kisii and Siriba. Moi trains Agriculture, Home-science, Mathematics and Science teachers. KSTC trains Mathematics and Science teachers while KTTC trains Technical and Business Education teachers.

The student-teachers take two academic subjects, professional (Education) courses and Physical Education, Library and Environmental Education. All the colleges run for six terms in two academic years. Term five is meant for micro-teaching while the final term (six) is for Teaching Practice.

The recruitment into the Diploma in Education course is from 'A' level school leavers with at least one principal and two subsidiary passes at KACE or its equivalent. These academic requirements are meant to ensure that the trainees have adequate academic knowledge to teach and prepare students for Kenya Certificate of Education (KCE).

With proper training therefore, the trainees should do well at college and also when they join the teaching force after training. One would expect a high standard of performance from those who complete the course; unless a candidate totally lacked initiative or was not guided and motivated adequately during college preparation.

Teacher training is a necessary element of any type of school improvement and therefore, it cannot be ignored. As Feldens (1986) noted:

teacher-education involves many more factors which interact simultaneously. The pupils aptitudes, interest, readiness and attitude towards learning, the administrative policies and the interpersonal characteristics of the teacher-these are constantly at work in the real settings we too briefly sum up with one simple sounding phrase, 'teacher-education.'⁶

While considering micro-teaching, it was therefore, necessary to consider this study in the light of this background. Below, the researcher considers the general professional and practical training of teachers, which embodies micro-teaching.

1.2.4 General Background Preparation of Teachers

Strevens (1977) outlines the general training needed for an educator and teacher. The training generally embraces, among others, the following:

- (a) A component intended to guide the trainee towards an understanding of the nature of education. This component usually includes Educational Psychology and principles of Educational thought. This component is useful to help the trainee to interpret situations and solve problems.
- (b) Knowledge of and skills in class management, discipline and the handling of large and small groups of pupils.
- (c) Knowledge of and skills in basic instructional techniques and an understanding of the interaction between teacher and learner.
- (d) Understanding the role and interrelationships of the curriculum, syllabus and teaching materials.

While calling the above, the professional preparation of teachers, Strevens notes that no teacher education course can afford to focus exclusively on theoretical knowledge at the expense of the practical dimension of teaching. According to him, every prospective teacher needs to develop a repertoire of teaching skills to use as he sees fit in varying classroom situations. It is therefore, necessary that teacher preparation consists of both professional and practical training and the practice part is the major objective of micro-teaching.

Ryan and Cooper (1975) have outlined what Smith (1973) sees as components of the training process of micro-teaching:

- (i) The establishment of the practice situation.
- (ii) Specification of the behavior.
- (iii) Performance of the specified behavior
- (iv) Feedback of information about the performance.
- (v) Modification of the performance in the light of the feedback

- (iv) Performance-feedback-correction-practice schedule continued until desirable skillfulness is achieved.

1.2.5 Preparation of Teachers of English

It is important to illustrate the important role which English plays in the life of a Kenyan. This justifies the stress on training of teachers of English and the teaching of English.

The laws of Kenya are written in English. In the private sector, it is a policy that the Memoranda and Articles of Association and Books of Accounts of all companies be written or translated into English before they can be registered. Even prospective politicians have to show proof to the Chief Supervisor of Elections that they can understand, speak and write (in) English.

Regarding education, English is a service subject in the learning process and learning is greatly impaired if there is inadequate attainment in it. It is the language of instruction from standard four to the University and it is the official language among many other uses.

Effective teaching of English is therefore, of public concern to Kenya. All these uses are enough proof that the subject should be given the emphasis it deserves.

Tan J.C. (1970) correctly noted that

to achieve a reasonable standard of English language teaching in developing countries, it is essential that careful attention be given to teacher training methods of teaching and teaching materials...⁷

It follows that effective training or preparation of teachers of English is necessary. Suffice it to say therefore, micro-teaching as a skill component of training teachers should be given great emphasis for the realization of teacher training objectives.

According to Brumfit (1980), a course for the training of teachers must avoid the dangers of being over-general or over-specific. He says that the methodology

course will illustrate and exemplify the general aims of the training. At the same time, it must provide training in a number of specific and technical skills appropriate to the subject being trained for. That is, training requires knowledge, understanding, practice and experience. Hence he says:

if we see our roles as subject teachers, then the course may well centre on the subject methodology with good effect ... so all teachers require some training which links general education theory to the demands of the subject discipline...⁸

What Brumfit means is that English teaching and learning needs special skills, though the generalization of skills cannot be ignored.

The same view is reiterated by Lee (1970) that the "general teacher-training while important is not sufficient; specific training is necessary for all who teach in English."⁹ According to Lee, a language teacher is a specialist; not one who just knows and speaks the language well, he must be a trained professional.

Training of teachers in English should therefore, aim at producing skilled teachers-skilled in English. It is therefore, important, here to consider the pedagogical needs of the teachers of English in Secondary schools which micro-teaching as a teacher-training technique is supposed to help bring about. Some of the skills the English teacher should possess are:

- (i) skill in the use of the written and spoken English both fluently and accurately;
- (ii) skill in devising schemes of work, syllabi and lesson plans in English;
- (iii) skill in devising suitable and varied opportunities for connected writing;
- (iv) skill in correcting pupils' English with tact and selectivity;
- (v) skill in presenting practical work in drama,
- (vi) skill in organizing group work, and in helping groups to organize themselves;
- (vii) skill in questioning groups and individuals.

Some of these skills are taught through Special Methods courses and others are usually incorporated in the micro-teaching sessions.

1.2.6 The Teaching of English in Kenya Secondary Schools- An overview of the integrated English syllabus

The Ministry of Education syllabus on Integrated English is designed to fit in with the 8.4.4 secondary school syllabus. It is a shift from the old syllabus of English Language and Literature in English as different subjects. It emphasizes a practical student-centred approach to learning English through simultaneous practice both in English Language and in Literature in English. A teacher can integrate the teaching of both language and literature skills by seeing what literary and linguistic items can be extracted from a given passage.

Until its integration with literature which is a very recent phenomenon (1985), the Ministry of Education (1980) recommended that the teaching of English " basically was a matter of dividing up the four areas: listening, speaking, reading and writing."¹⁰

Listening was to involve careful listening since it has been shown that 70% of all talk in the classroom is teacher talk (Flanders 1975). It is the duty of the teacher to see that he speaks clear, fluent and grammatically correct English at all times. Likewise he must set a good example to his class by listening to students' English very carefully so that he responds appropriately.

Speaking can be practised through debate, drama and class discussion. This is one of the main ways in which creative spoken English can be effectively encouraged. The Ministry recommends the following reading procedures:

- (i) Intensive and extensive reading.
- (ii) Reading for wide education (as with Literature).
- (iii) Reading alone and under supervision.
- (iv) Speed reading.

The aim of the writing skill is " to be able to write fluently and clearly in a way that is appropriate to the stimulus."¹¹ The students therefore need enough practice on writing on different stimuli.

Most of the times English was taught on its own except for the lower forms where the course books had passages from literary texts. No Literature per se was taught in Forms I and II. The teaching of Literature seriously began at Form III and proceeded to Form IV when students sat for examinations.

The integrated approach to the teaching of English is different from the above. Now both Language and Literature are to be imparted at the same time in every lesson.

(i) In the light of this situation, the training of teachers of English should also aim at helping them to acquire the skills of how to teach English using this approach. As teaching techniques change, so should training techniques. Student-teachers should be given thorough practice on how to integrate an English lesson. This is the onus of micro-teaching. Edwards in her report on "Language and Literature Integration in Kenya", correctly observed that teachers in Kenya feel uncertain about the task of integrating Language and Literature skills for several reasons:

- (i) "Many of them were trained as Language or Literature specialists.
- (ii) The format of examination and to a lesser extent, materials has encouraged a sense of separation between the two subjects.
- (iii) Finally, English is a second Language not universally used for familiar conversations; many people including teachers are not really comfortable with all its uses."¹²

1.2.7 The English Syllabus in Diploma Colleges

In the introduction, it is noted that the teaching of English as a second language is a complex task and yet it is crucial in secondary schools where a majority of subjects are taught through the medium of English. Thus, it is supposed that if teachers can equip students with the ability to use the language effectively, it will ensure that they perform well in most subject areas of the new curriculum (8.4.4.). This assumes that they have adequate knowledge of the subject, in addition, a good

command of English will be necessary for students pursuing a higher education and employment.

General Objectives of the English Syllabus for Diploma Colleges

Two of the general objectives are, by the end of the course the student-teachers should:

- (i) have acquired the listening, speaking, reading and writing skills necessary for the competent teacher of English;
- (ii) be able to use a variety of techniques in teaching English.

Specific Objectives related to Language and Literature Methodology

According to the syllabus, one of the objectives for language is; student-teachers should be able to impart all the language skills (listening, speaking, reading and writing) to the learners. For Literature, student-teachers should have the skills to analyze Prose, Poetry and Oral Literature.

The syllabus is designed in such a way that the academic and methodology courses run concurrently through four terms. Micro-teaching is done in term five and is meant to be an intensive preparation for teaching practice.

1.2.8 Pedagogic Problems in the Training of Teachers of English

While looking into micro-teaching for teacher-training, it is necessary also to consider possible problems which may directly or indirectly hamper its success in the training of teachers of English.

Dobbyn and Hill (1984) note that in most training courses today, "far too much time is given to theory and far too little to demonstration and supervised practice."¹³ They attribute this to the fact that teacher-trainers are often not themselves experts in teaching English but Literature specialists who have been transferred from University departments. Though this may not be the case in Kenya, it could be true that most trainers are not English specialists. They trained for Literature and History and so on. Dobbyn and Hill go on to say "these people have no

confidence in their ability to give successful demonstrations, they take refuge in theorizing about how to teach." ¹⁴

Sure and Arden (1986) suggest that since in Kenya and elsewhere in East Africa, most of the teachers of English are non-native speakers, they have their own peculiar needs which must be satisfied before they can function effectively. They argue that the teacher being an important participant must be 'impeccable' before good results can be expected. They believe that "thorough and imaginative teacher-training in Language would compensate for some of the inherent difficulties. This can be done through intensive pre-service training,"¹⁵ of which micro-teaching can be part, but unfortunately this is not the case at the moment. Sure and Arden recognize this failure in the Kenyan situation when they say that the lack of practical activities such as micro-teaching, or specialist training in language skills has been common in our courses. The result is that:

- (a) Students are inadequately prepared for the demands of teaching practice.
- (b) They do not have the necessary pedagogic skills to cope with the demands of the syllabus, and of teaching English as a second language (TESL) generally.
- (c) Student-teachers, in desperation, fall back on models of teachers they experienced, or simply copy the high level approach of their lecturers.
- (d) There is a drop in the quality of pupils' language proficiency stemming from this, which in turn affects examination results and standards of those proceeding to jobs and higher education.

However, it is important to note here that these are Sure and Arden's views and there have not been any longitudinal studies in Kenya, which correlate the poor performance in other areas with lack of proper, practical pre-service training of teachers. There are many other problems in TESL teacher training in Kenya. Ndung'u Mwaniki (1986) writing on "The Problems of Training and Educating English Teachers in a Multi-Lingual, Multi-Ethnic and Multi-Cultural situation in Kenya" cites

problems like mother-tongue interference and cultural differences between the target language and Kenyan Mother-tongues.

Strevens (1977) notes that there are other problems the trainee and trainer are likely to encounter. For example there may be insufficient time, and the staff of the training department may not be of sufficient quality and standard. There may be insufficient numbers of staff and inadequate facilities and materials in the colleges.

It will suffice to point out that problems in teacher-education are not confined to one period in history or to a particular nation. This is a global issue. The same situation observed in America (see section 1.1.1) was also observed in Kenya. In the Report of the National Committee on Educational Objectives and Policies (1976), it was noted that:

the current nature of education and training, combined with a wage structure which disproportionately rewards academic schooling has produced a distorted pattern of skill provision. This is exacerbated by the lack of coordination and direction within the government in provision of training and skill development.¹⁶

This kind of situation created concern by the government and hence the stress laid on training in the subsequent report (the Kamunge Report, Op. cit.).

Eshiwani on "The Kenyan Teacher in the 1990's ..." noted that a lot of criticism had been levelled against the present day Kenyan teacher who it is alleged "compares unfavourably with the Teacher of the 40's and 50's who was considered both academically and professionally competent and who seems to have delivered the goods."¹⁷

This implies that serious thought must be put in the training of teachers, both academic and practical so as to meet the national objectives regarding teacher-education.

1.3 STATEMENT OF THE PROBLEM

The purpose of this research was to study selected aspects of micro-teaching as practised in Diploma Teachers' Colleges in Kenya. This involved a description of

the general micro-teaching procedures in each college and in the English Department, and a study of these procedures. The aspects looked into were: the time allocation, feedback and skills taught and practised, the use of peers versus pupils, the attitudes of teacher trainees and trainers of English towards micro-teaching, the usefulness, adequacy and relevance of micro-teaching to teacher training, and the physical and academic problems encountered by the users of micro-teaching. This was helpful in the establishment of the relative importance of micro-teaching for training teachers of English and especially for teaching practice. It also provided a base for making suggestions and recommendations for the improvement of the training of teachers of English. This research was based on second-year student-teachers in Kagumo, Kisii and Siriba Colleges, who were training to be teachers of English in secondary schools in Kenya.

1.4 OBJECTIVES OF THE STUDY

This research was conducted in the three Diploma Teachers' Colleges so as to:

1. outline the role and format of micro-teaching;
2. find out the usefulness of micro-teaching and its skills for the training of English teachers;
3. identify teacher trainees' and trainers' attitudes towards micro-teaching in general and to the various aspects of micro-teaching;
4. determine the adequacy and relevance of micro-teaching received during pre-service education of secondary school diploma teachers of English;
5. find out teacher trainees' and trainers' reactions to time allocated to micro-teaching.
6. find out what problems (if any) are encountered in micro-teaching by teacher trainees and trainers.

1.7 These objectives are not exclusive. They are stated separately for the smooth flow of discussion based on significant themes. This would help bring out the important features of the study.

1.5 SIGNIFICANCE OF THE STUDY

The role of education in national development is of basic importance. Thus, the teacher emerges as a key figure in the education system of any country. And teacher education consequently becomes a high priority for national development planning and implementation. Future national development depends to a great degree upon the type of education which millions of its students are receiving and by extension, upon the quantity and quality of present and future teachers. It has been observed that micro-teaching is an important aspect of teacher-training. There is need therefore, to find out how it is actually done in the Kenyan context and what value teacher trainees attach to it. The research emphasized the role of micro-teaching in the training of teachers of English.

Although concerned only with three colleges and a small group of trainees, it was hoped that the findings of this study would contribute to the production of information in this field. It was also hoped that the study would set the background for studies of this kind to be performed in order to provide a solid basis for experimental research about some aspects of micro-teaching, which call for investigation.

1.6 ASSUMPTION OF THE STUDY

This study assumed that all teacher training institutions do micro-teaching as part of their teacher training course in preparation for Teaching Practice.

1.7 LIMITATIONS TO THE STUDY

The limitations to this study were inevitable but this was not to the extent of diminishing the value of the research. The researcher was limited by time; the micro-teaching sessions were held during the fifth term of the course (September-November). This is a relatively short time for the colleges since they were preparing for end-course examinations. The programme therefore had to be rushed through, with the implications that the researcher was not able to make many observations since some sessions were done at late hours (hours slotted in by the lecturers after classes to cover what had not been covered). However, the sessions observed were considered representative since emphasis was placed on the different student-teachers to be observed rather than the number of sessions observed.

The three colleges are far apart: travelling between the colleges was consequently both costly in terms of money and time.

The other limitation regards the sources of literature review which were mainly foreign. It is a limitation because the findings of the various researches quoted are based on studies within their respective countries: situations that might be different from Kenyan situations.

1.8 DELIMITATIONS

This study was restricted to second year student-teachers in three Diploma Teachers' Colleges, being prepared for teaching English in secondary schools in Kenya; to lecturers and the Heads of the English Departments; and to the Heads of the Education Departments from these colleges. Although other Diploma Teachers' Colleges did micro-teaching, the researcher's interest was in the three that offered languages. The target population also excludes university and primary school teachers' colleges and Diploma Science, Mathematics, Technical and Business Education Training Institutions.

1.9 DEFINITION OF TERMS RELATED TO THE STUDY

- (i) Attitude: Refers to the respondents' tendency to feel about and act towards ideas in a particular way. In this study, it refers to whether the respondents favoured or otherwise, certain aspects of micro-teaching.
- (ii) Diploma Colleges: Refers to teacher-training institutions offering a Diploma in Education in contrast to the universities and primary teachers' colleges. These are Kagumo, Kisii and Siriba (now a university college) colleges which offer languages and exclude diploma colleges not offering languages.
- (iii) English: Refers to both Language and Literature as taught in Kenya. In secondary school, English teaching is now taught with an integrated approach, that is Language and Literature simultaneously. In the diploma colleges, it is taught as one subject though a distinction is made between literature and language skills.
- (iv) Integrated English Skills: Refers to language and literature skills taught as a whole as opposed to teaching language skills separate from literature skills.
- (v) Micro-teaching skills: These are considered as general teaching skills which consist of certain behavior patterns of teachers conducive to student learning, which are applicable across all content areas. In this study, we shall look at them in reference to the teaching of English.
- (vi) Peers: These are people equal in status. In this study, the same second year teacher trainees of English in the respective colleges.
- (vii) Peer-teaching: In micro-teaching, teaching of peers is simply the teaching of classmates as a replacement of actual pupils (a simulation) by a student-teacher as part of the practical preparation for teaching practice. This can be done with small groups of 3-8 peers (in the second phase of micro-teaching) or with larger groups of 15-20 peers (in the 3rd phase of micro-teaching). In the latter phase, focus is on the integrated skills practice and the time is longer than that taken in phase two. In diploma colleges, this

latter phase is specifically referred to as peer teaching. This study considered peer-teaching to be a component of micro-teaching.

(viii) Student-teachers: In this research, it is used synonymously with "teacher-trainees". These are the students of English in the respective colleges being prepared to become teachers of English.

(ix) Teacher-Education: This is the process of imparting information, knowledge and skills to trainees. This term is synonymously used here with the term teacher training or pre-service preparation of teachers.

(x) Teacher-trainers: This refers to the tutors, assistant lecturers, and principal lecturers preparing teacher trainees of English. In this study, they are generally referred to as lecturers regardless of their professional status.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

A number of studies have been carried out in America, Britain and many other countries regarding many aspects of micro-teaching since its inception at the University of Stanford, California in 1963. However, no research has been carried out in Kenya aimed at finding out how micro-teaching is actually conducted, how effective it is in pre-service training or on attitudes of those who undergo it.

It is desirable to know how this technique in teacher training is employed by the users and how suitable it is. To do this requires extensive research. The researcher presents some of the studies done on micro-teaching. These are mainly from foreign countries. In essence, the review of related literature is intended to serve as a link between the present study and those previously done in the same or related areas.

2.1 THE CONCEPT OF MICRO-TEACHING

2.1.1 The Rationale of Micro-teaching

Teaching without practice as Allen and Ryan (1969) put it, is like learning to "play football by being thrust into a scheduled game without the benefit of conditioning of learning the basic skills and scrimmages."¹ They continue to say that the poor player feels so embarrassed that in future he will at all costs try to avoid finding himself in such a situation; with the result that he will never acquire the skill, because skill requires practice. Good training means providing skill practice without the pressure of the actual situation.

While learning takes place throughout life by trial and error, it is widely agreed that it is desirable that practice in simulated situations in laboratory settings should precede practising and learning through real-life situations. This concept has

been accepted in the professional training of scientists, engineers and other professions and has been accepted for thousands of years in the training of armed forces through war games and more recently, in the training of astronauts.

Student-teachers need to receive systematic objective feedback about their behaviour. A technique like micro-teaching provides less random, more subjective feedback than highly personalized commentary on the part of college tutors and class-teachers. It can assist student-teachers to identify teaching skills and evaluate their effects in teaching situations. Micro-teaching can reveal students' own views and purposes; it can enable students to identify their own shortcomings and encourage them to re-think their ideas; set their own goals, evaluate learning in terms of its usefulness to them and above all, take responsibility for their own learning.

Further justification of micro-teaching may be seen in what Ayot and Patel (1978) say in the analogy:

A surgeon will start performing operations under the strict supervision of a skilled supervisor and, after showing a high level of performance, he will be allowed to practise surgery.²

It is assumed that the skill acquired during a training schedule will be helpful to the learner in the performance of the same task in real situations.

When a trainee is pushed into a classroom to teach after having attended lectures on theory, his head is so stuffed with advice on what to do and what not to do that he is often inhibited from doing anything worthwhile at all. If, however, he has seen a competent teacher using simple techniques successfully, and has himself been given the opportunity to try these out one by one under supervision, he has confidence, before he starts his lesson, that the techniques really work in practice, and knows what they look and sound like in the real classroom (Hill and Dobbyn, 1984).

Hill and Dobbyn suggest that the best way to train a teacher is to assign him to a friendly, articulate and experienced teacher for a period of a year and give them both the time and funds needed so that one can watch and ask and the other can

demonstrate and explain. This, they say in regard to English Language Teaching (ELT).

They say that the English Language teacher must, for instance, learn first the smaller items; how to drill a pronunciation contrast, how to isolate and correct an error, how to write something on the blackboard effectively and so on. Later, the trainee will put all of these and many more micro-teaching skills, together to form a complete lesson. The ideal sequence then should be to demonstrate a micro-teaching procedure, give the trainee the theory behind it, allow him to try it himself, discuss his performance and then if possible give him a chance to try again with another group of pupils before going on to the next micro-teaching unit.

After this it is expected that the student-teachers will use the knowledge gained through micro-teaching in teaching practice. Micro-teaching includes a wide range of practices which can be varied as desired to suit local needs and conditions and to reflect the underlying rationale on which its use is founded.

2.1.2 The Components of Micro-teaching

(a) The Micro-lesson

The micro lesson takes 5 to 10 minutes. To justify the time, Allen and Ryan (1969) state that

a number of formal and informal experiments in this regard produced a consistent result that 'time is not really a very important variable'- specifically, we looked at the difference between 4 and 7 minutes lessons and found no detectable difference.³

They argue that a teacher with four minutes wants five and the one with five would like seven. This, they say is reminiscent of the teacher of forty minutes. He may want forty five! Their argument is that no length of time may be enough. They further argue that the length of the micro-lesson follows its purpose - to provide training in selected teaching skills. Looked at from another perspective, the short

period of time "allows little opportunity for extraneous problems to muddy the water".⁴ In longer micro-teaching sessions, they argue, the trainee does many more things and gets involved in many more teaching behaviours. The short micro-lesson also allows for more frequent practice by the teacher.

(b) **The Micro-teaching students**

At Stanford, micro-teaching students were recruited from neighbouring schools to the institutions - these students could volunteer or be paid. According to Allen and Ryan (1969), using school pupils makes the micro-teaching situation more realistic than using peers. Within the general framework of micro-teaching, the classes can vary in size and may include school pupils or peers depending on the local situation.

(c) **Media, Feedback and Feedback Instruments**

The media used in micro-teaching include an oral description of the skill which is given in the form of a lecture to the students, then the written description. A film may be shown on the skill being demonstrated or a video-tape to show a demonstration by a model teacher. A live model (exemplar model) can also be used. The micro-lesson also involves writing a lesson plan where specific terminal behaviour to be learnt is written and then the actual construction of the lesson plan. Video is used to record and play back micro-lessons. Micro-teaching exercises can, of course, be developed without the use of video-recording equipment. In this event, the notes of the supervisor, fellow students (and the comments of the pupils involved) may constitute the material for discussion session following the micro-lesson. Research however, suggests that the single most effective element in a student's acquisition of teaching skills is "probably the opportunity that the video-recording provides him for self-viewing."⁵ According to Turney, *et al.* (1973), feedback in micro-teaching is "information a student receives concerning his attempts to imitate certain patterns of teaching."⁶ The aim of providing feedback is to acquaint the student with the success of his performance and enable him, to evaluate and to improve his teaching behaviour.

Other methods of evaluating for the purpose of feedback are: the supervisor's analysis, checklists, peer group analysis, observation booklets, rating scales and self analysis by student-teacher.

It is important to point out here that the use of these media is based on the Stanford Model and may therefore not apply to all the countries. The use of certain media will depend on the state of facilities and equipment available in that college.

(d) **Modelling**

According to Borg, et al. (1970), a model is taken to mean a live, written, audiotaped, videotaped, or filmed teaching episode which provides a short but clear example of a specific teaching skill being employed.

Modelling that takes the form of observing another's real or recorded performance is called perceptual modelling. It includes live, filmed or video-taped models. Symbolic models as distinct from perceptual models are written or oral instructions on how to perform certain behaviour. Perrot (1977) asserts that the important thing to note from research on modelling is that both symbolic and perceptual models can bring about behavioural change in the viewer.

The idea of modelling draws its rationale from theories of imitation learning such as those propounded by social psychologists, Bandura and Walters (1963), that even more complex behaviour can be acquired almost entirely through imitation.

Torsten (1985) says that our daily behaviour in general and professionally is shaped to a great extent by the bad and good models we have had. The study of History and Philosophy of Education "has put great emphasis on the 'Great Master teachers', exemplars who became our models,"⁷ for example Rousseau, Ivan Illich and Pestalozzi. Therefore, the use of human models is hardly new. This is the approach teacher education has used for many years. In teacher training, the student-teacher is the apprentice whose job is to watch the skilled craftsman (the lecturer) and model his behaviour after his senior.

(e) Supervision

The role of supervision in skill training is to increase and refine performance of the skills that serve as the objectives of the practice. The supervisor is to help the trainee develop the ability to perform a skill and understand when the skill should be applied. He should provide feedback. The Stanford micro-teaching programme recommended that the supervisors be trained.

2.1.3 Some Models and the Skills of Micro-teaching

What has already been set out above is the Stanford Model of micro-teaching. As already pointed out, many universities and colleges in various countries adopted micro-teaching from this model. This was done depending on the resources and the educational philosophies of the various countries.

The Stanford Teacher Education Programme staff members sought to identify, isolate and build procedures for critical teaching skills. Priority was given to the general teaching skills that seemed to be most important for beginning teachers to possess. At the beginning, using the technical skills approach, the Stanford Teacher Education Programme developed fourteen skills which were referred to as "The Stanford Component Skills of Teaching". The skills were not linked to any specific subject matter. The skills are:

- | | |
|---|------------------------------------|
| 1. Stimulus Variation | 6. Higher-order questions |
| 2. Set Induction | 7. Divergent questions |
| 3. Closure | 8. Recognizing attending behaviour |
| 4. Silence and Non-verbal cues | 9. Lecturing |
| 5. Reinforcement: Student Participation | 10. Planned Repetition |
| | 11. Completeness of Communication |

For any of these skills to be mastered, one must go through the stages of skill acquisition, namely, facts, procedures, concepts, principles, reproductive and productive

12. Fluency of Asking questions 14. Illustrating and use of examples.

13. Probing Questions

Some universities later on adopted the Stanford Model and others integrated some of the skills or added new ones. The University of Sydney, Australia for instance, adapted the Stanford component skills and added others like

- | | |
|------------------------------------|---------------------------|
| 1. Group work | 10. Concept Learning |
| 2. Classroom Organisation | 11. Motivation |
| 3. Use of aids | 12. Guided Discovery |
| 4. Individual Instruction | 13. Divergent thinking |
| 5. Encouraging participation | 14. Warmth and Enthusiasm |
| 6. Interpersonal relationship | 15. Timing |
| 7. Use of Psychological principles | 16. Reviewing |
| | 17. Discipline |
| 8. Role-play | |
| 9. Flander's categories | |

The argument for the Sydney set of skills was that the added skills were intended to develop a practical and penetrating experience. Their emphasis was on the integration of skills as opposed to specific skills (McGarvey, 1986). Therefore they presented a move away from the narrow focus on teacher-oriented skills to more informal teaching situations, skills which centred about the individual child and his development.

Kenyatta University College (1977) integrated some of the component skills and came up with seven major skills, namely: Lecturing, Use of Examples, Higher-order questions, Set Induction, Reinforcement, Probing questions and Stimulus Variation and lately (1987), the skill of Small Groupwork was added.

For any of these skills to be mastered, one must go through the stages of skill-acquisition, namely, facts, procedures, concepts, principles, reproductive and productive

skills. That is, the knowledge and understanding of each of these skills to be given, then practice on each skill through simulated conditions and then finally one becomes excellent. Micro-teaching in teacher training should help do this. It should be noted here that in micro-teaching, skill is of primary importance, not the content.

After practising on the individual skills, trainees practise on most of the skills in an integrated manner in a 15 to 25 minutes lesson and then later transfer this to Teaching Practice.

Not all teacher-education institutions can carry out a programme in the same manner. As mentioned earlier, adaptation of a programme or innovation will depend on the economic and social constraints of that country. Therefore it would be unfair to have any teachers' institution run its micro-teaching programme exactly the same way as the Stanford Programme.

In Kenya, micro-teaching was adopted over 10 years ago after the Stanford one. Most institutions adapted it to suit their own situations. Because of financial constraints, it is not possible to have all micro-teaching sessions video-recorded (some institutions do not even have a video-set). And some phases of micro-teaching like the reteach-recritique may not be done due to time constraints.

2.2 RELATED STUDIES ON MICRO-TEACHING

2.2.1 Student-Teachers' Attitudes to Micro-teaching

McIntyre *et al.*, (1977), say that a necessary although certainly not sufficient condition for the success of any new teaching method in tertiary education is that students should perceive it to be of some value to them. In general, student reaction to micro-teaching has been favourable.

To assess attitudes to the Stanford Summer micro-teaching clinic of 1965, a questionnaire was designed to evaluate student-teachers' acceptance of the technique. The majority felt that their micro-teaching experience had been either very or extremely valuable. (Turney, *et al.*, 1973). At Macquarie University, Sydney, a survey

of the attitudes of 131 students involved in a micro-teaching investigation revealed a "strong agreement among participants that micro teaching is an effective training technique."⁸ The majority of students indicated a sustained interest throughout the programme and found the one-skill-at-a-time approach helpful.

Turney reports Ward's (1970) survey of micro-teaching programmes. Ward wanted to know what changes were observed in the students' attitudes towards education following the introduction of micro-teaching in teacher education. The four most frequently reported changes were: (a) Greater understanding of the teaching process as a complex challenging profession. (b) Greater interest and enthusiasm towards education. (c) Increased self confidence and (d) Greater concern for self-improvement and self-evaluation.

Stones and Morris (1972) report the work of Turney (1970) on how Sydney University introduced micro-teaching into its teacher training courses and found very positive student reaction. The students valued the opportunities provided for concentrating on the development of one particular skill or technique and the ability of the method to provide insights into significant aspects of teacher-pupil relationship.

In her research on "The Role of Teaching Practice in the Improvement of Secondary School Teacher Education in Kenya", Andambi (1985) measured trainees' responses about attitudes on Special Methods, General Methods and Micro-teaching courses. Generally, the majority found micro-teaching useful during teaching practice, "though a substantial number (34.4% of a total of 112 students) did not benefit from such courses".⁹ She attributes their failure to benefit probably to have been explained during discussions with their supervisors. This could be because of the way micro-teaching was conducted and the kind of efficacy with which the skills were taught and practised.

McIntyre *et al.*, (1977) carried out research on student-teachers' views on micro-teaching during the formative years of its use at Stirling. The student-teachers were to express their reactions and attitudes to various aspects of the programme.

First-year groups were asked questions like if they were able to concentrate their attention on the exercise of the skills. Three quarters of them reported that in some lessons at least they had not been able to concentrate on the skill. There were obstacles to focusing the attention upon a defined skill. Another frequent comment was that while it was difficult to focus one's attention upon a particular skill during a lesson, it was both possible and useful to do so in planning the lesson and in observing it afterwards.

Asked how important they thought each of the skills they had been asked to practise was in teaching (Stimulus, Variation, Questioning, Clarity of explanation, Use of examples, Higher-order questions and Probing), second-year groups rated all as "very important".

Asked whether the content of their lessons had allowed them scope for practising skills, students in the first year groups were almost unanimously confident that this was the case. However, the majority in the second-year group thought that their micro-teaching would have been more valuable had they been given more help in the choice of appropriate topics for their lessons.

After teaching practice, McIntyre *et al.*, report that, the same questions asked of the same students, the response was generally lukewarm. The most frequent comment was that the relevance of micro-teaching to normal classroom work was limited by the absence of discipline problems during micro-teaching. This was a very important study because it looked into the value of micro-teaching skills.

Turney (1973) reports Bloom's (1969) study on the students' reactions to micro-teaching at the completion of the first clinic at Michigan State University. Students believed that they gained self-confidence in working with children, that they developed skills in teaching and self-evaluation, and that they acquired insight into techniques of teaching and the importance of teacher-pupil interaction.

Kembo and Sure (1985) carried out a small scale research in Kisii College to find out student-teachers' attitudes about micro- and peer- teaching:

- (a) their attitudes to micro-teaching, micro-lessons taught by them and skills learnt;
- (b) which skills they found most difficult to master;
- (c) the timing of micro-teaching and methodology courses in the rest of the course.

The majority felt the skills were useful. The majority also thought the time for micro-teaching was insufficient. The skills that were found most difficult to master were stimulus variation and set-induction. The majority agreed that micro-teaching should be brought forward rather than be done in the fifth term. Most of them did not think that micro-teaching was an artificial situation that had very little benefit to a student-teacher on teaching practice. The majority found the skills of set-induction and stimulus variation least useful during teaching practice. Most of them would have found teaching practice difficult without the introduction of micro-teaching. However a big number (21 out of 51) said the opposite - that micro-teaching done once does not make much difference.

2.2.2 On Teachers' Attitudes to Micro-teaching

Micro-teaching is directly concerned with preparations for teaching and in many institutions, is seen as leading into teaching practice. Consequently it seems reasonable to assume that the attitudes of staff involved in micro-teaching and in teaching practice itself are significant

Perrot (1977) reports a research carried out on a self-instructional course: "Effective Questioning" developed at the University of Lancaster. This research sought to measure teachers' pre-course teaching behaviour. Teachers' evaluations of the usefulness of the micro-teaching skills indicated that at the end of the course, they considered most of the skills to be useful. They indicated that the course had improved their teaching in the small group situation and the whole class situation. In

it "important to retain".¹⁰

Turney *et al.*, (1973) also report Duga's (1967) study which strongly suggests that micro-teaching can be effective in the retraining of language teachers. Of the 39 participants who completed an evaluation questionnaire, 38 said that the video taped micro-teaching was "definitely helpful".

2.2.3 The Effectiveness of Micro-Teaching

Turney *et al.*, (1973) report the research carried out at Stanford University in 1963. The student-teachers were randomly divided into two groups of about 30 each. One group received all its practical teaching experiences in a micro-teaching setting. The other group's programme was based on an in-school observation and teaching experience. Students trained in the micro-teaching clinic made discernible improvement in the skills practised and were judged to display greater teaching competence than their colleagues.

Experience in other teacher-education programmes has by and large confirmed the 1963 Stanford micro teaching programme findings. Peck and Tucker (1973) report Davis and Smoots' (1969) study which found that 85 students going through a micro-teaching laboratory, as compared with a control group of 55 showed "significantly more desirable patterns of teaching behaviour".¹¹ They add that these students used more divergent questions, did more probing, less information giving and elicited more pupil questions and statements. They were more supportive and more clarifying, less procedural, and less non-substantive in their remarks.

Peck and Tucker also report Limbacher's (1969) study which found that the pupils of student-teachers who had earlier participated in micro-teaching experiences rated their student-teachers significantly higher than did pupils of student-teachers who had not had micro-teaching.

Not all studies however, have shown the distinct superiority of micro-teaching over conventional methods. Turney and associates (1973) report a study by Kallembach and Gal (1969) which indicates for example, that when micro-teaching was compared with conventional classroom observation and student practice, both procedures seemed to be equally as effective. However, micro-teaching achieved this result with fewer administrative problems than were associated with traditional teacher-training.

Despite the fact that research provides enough evidence to indicate that students can gain significantly from a micro-teaching programme, Ivan Gregory (1986) observed that "there are signs of a distinct decline in micro-teaching's popularity in the 1st world".¹² He observed that in the third world countries micro-teaching is ascending in popularity due to the difficulty of providing sound, school based, practical experiences.

2.2.4 Micro-teaching in Relation to Specific Subjects

According to Davies (1977) "science students in the main appear to have fewer reservations about micro-teaching than students in some subject areas for example, English, who appear to retain their alienation or reservations about micro-teaching longer than others".¹³ Davies observed that from whatever subject background the students come, they do need general and specific guidance and assistance in preparing micro-teaching lessons and embedding the specific skills to be practised in that lesson.

Basing his comments on students' views in seminar discussions and observing students during micro-teaching, Davies contends that in the preparation of intending science teachers, the skills like stimulus variation, use of examples and questioning have been encouraged. However, he observes that this does raise the problem of how generally one can introduce a skill to a group of students in different subject areas and fit the generalities to the perceived requirements of the subject. He recommends

context.

Gilmore (1977) says that there is a conflict between English students and performance in micro-teaching programmes. He attributes this conflict to two reasons:

(a) The frame of reference which the student brings to elicit meaning from the context of micro-teaching:- that when the student of English participates in a micro-teaching programme, he experiences a "sense of alienation and dissonance".¹⁴ The student of English is reluctant to see "teaching behaviour" alone as worthy of study. To him, the study of 'texts' which are the symbolic transformation of human experience realized in linguistic form is the foundation of his teaching. Gilmore means that most English texts (especially literature) present man's experiences in life and the understanding of this is what should concern the teacher of English in his teaching. Language is to be used for all purposes in life, not just for "behaviour modification" as micro-teaching seems to purport. Gilmore observed that most current programmes in micro-teaching regrettably offer only marginal support to improve the English students' effectiveness in the treatment of texts in the classroom.

(b) The concept of teaching skills as exemplified in micro-teaching: Gilmore says that the array of skills practised in most current micro-teaching programmes generally fails to identify those skills and procedures related to the subject content. The student of English therefore tends to perceive a micro-teaching programme as too narrowly focussed on the media of teaching at the expense of the content of instruction. He further says that the English student through his literary studies is sensitized to the richness and variety of language:

The literature in English student-teacher particularly revels in distortion, unpredictable collocations, paradox, irony in the many layered levels of nuances of language.¹⁵

According to Gilmore, the materials produced by the micro-programmer to exemplify teaching skills testify to the failure on his part to take account of the English students' habitual use of language. He cites an example of a middle order question: "What does the poet mean in this sentence?" Is the question designed to elicit information or to enable the pupil generate the "meaning potential" embedded in the text? For the student of English, this is a higher-order question seeking a deeper or metaphorical meaning from the text.

The English student-teacher is critical of defining skills in behavioural terms. Gilmore concludes that the reason for this attitude is: micro-teaching programmes do not give sufficient information for the student of English to identify and select the most appropriate skills related to lesson content in the English classroom. He says that he does not want to conclude that the pre-service English teacher finds it difficult to justify micro-teaching as a relevant training procedure on empirical, rational, or pragmatic grounds, but asserts that there is substance in the English teacher's criticisms to view micro-teaching as a flawed procedure for the training of student-teachers of English. He concludes that micro-teaching is:

a dynamic concept in teacher-education and the broadening of its scope and application will enrich and ensure its continued use, but a necessary precondition for this is a continuous dialogue between those teacher educators whose orientations lie towards the disciplines of the social sciences and those rooted in a humanist tradition.¹⁶

This calls for the need of research into the effects of micro-teaching on different subject areas.

2.2.5 Pupils Versus Peers in the Micro-lesson

Turney *et al.*, (1973) report Ward's (1970) survey which revealed that in secondary teacher-education programmes in the U.S., fellow students were used as 'pupils' in the micro-teaching situation much more frequently than were real secondary school pupils.

A micro-teaching investigation involving intending secondary school teachers by Levis et al., (1973) revealed that, upon an initial examination of data on the acquisition of questioning skills, students who taught micro-lessons to high school pupils

performed at a significantly higher level than students who taught peers in the use of higher-order questions. In fluency and use of probing questions, there were no significant differences between the two groups.¹⁷

It was noted that students who taught peers indicated "a more marked lessening of interest as the programme continued than students who taught high school pupils".

(Turney et al., 1973)

Turney et al., report similar findings by Wood and Hedley (1968) concerning the acquisition of questioning skills:

questioning the peer group began to show a diminishing return due to the background knowledge of the student and to their development of a sense of anticipation.¹⁸

The Use of actual pupils produced a "greater degree of realism" and helped maintain " student interest".

There is some evidence that peer teaching has special advantages for both the student and the peer-pupils. Turney et al., also cite studies for example Levis et al., (1973) which reveal that while student-teachers generally preferred to teach school pupils, they agreed that:

- (a) Teaching peer groups did not inhibit their performance and that it was not difficult to play the role of a peer pupil.
- (b) Peer-group classes provide more effective feedback than school pupils and that acting as peer pupils sensitized them to the skills being practised.

Brumfit (1986) makes claims about the value of peer-teaching:

- (a) By peer-teaching in a micro-situation we are able to isolate certain aspects of the teaching situation from the presence of genuine students: thus certain techniques and abilities can be concentrated on in a comparatively pure form.
- (b) The context for discussion of teaching problems is live (it would be unfair to

pupils would mean that all discussion would be based on at best, videotaped situations which had not been experienced live.

- (c) Peers can sense some of the difficulties of being a teacher.
- (d) We can prepare and discuss teaching in small groups, cooperatively with a very close relationship between the practice being observed and the discussion and preparations both in time and the people involved.

2.2.6 Problems Encountered in Implementing Micro-teaching

In a research carried out by Turney *et al.*, among teacher-education programmes, they found that the majority of the institutions faced a number of problems in implementing it. Such problems were:

- (a) Too many students enrolled.
- (b) Equipment:- for example, insufficient TV hardware to introduce micro-teaching as extensively and as adequately as was desired.
- (c) Accommodation:- that is; insufficient number of suitable rooms for micro-teaching practice and replay-discussion groups.
- (d) Pupils:- that is, gaining access to or sufficient number of pupils in a sufficient number of schools, some because of negative attitudes or lack of cooperation from schools, timing of school hours, and transporting pupils to the institution.
- (e) Staff:- inadequate number of technical staff to maintain and set up equipment and insufficient number of skilled and supervisory staff to run the micro-teaching programme for a large number of students.
- (f) Student attitude and need:- there is stress and even resentment among a few.
- (g) Scheduling:- making sufficient time available for the full and extensive use of micro-teaching. The rigid and crowded time-tabling of other traditional courses made the introduction of micro-teaching difficult. Some programmes had to omit the re-teach session and cut down on time spent on modelling and feedback.

2.2.7 Other Studies

(a) On Transfer of Skills

In Perrot's (1977) research on the transfer of micro-teaching skills to the real classroom situation, she found that although the teachers found the skills very useful in the class-teaching, they reported that the transfer from the micro-teaching situation is not always easily accomplished. Only 8% of the 28 teachers reported having no problem making this transfer. About 19% reported having considerable difficulty with it. The majority of the teachers said they found it easier to use the skills in the reduced micro-teaching situation.

(b) On Feedback

Research in other fields of the behavioural sciences has shown that feedback can be effective in motivating and facilitating behavioural change:

Informing the learners that a given action is successful gratifies the cognitive, affiliative and ego enhancing drives and increases the probability of the action recurring.¹⁹

As a result of feedback the subject's confidence in his learning results is increased and he can focus on the tasks requiring further refinement.

Feedback procedures in micro-teaching programmes vary considerably. The main variations concern the media through which the feedback is presented and the people involved in the feedback discussion.

The investigations on the technical skills at Stanford University indicated consistently that video playback of a student-teachers' performance was an effective feedback device, especially if combined with supervisory comments (Allen and Ryan, 1969).

Not all research evidence however positively favours the use of videotape feedback. Turney *et al.*, (1973) refer to Hoener and Doty's (1970) studies which found

no significant difference between videotape feedback and feedback without videotape in improving teacher competence. In other studies, for example that cited by Turney *et al.*, of Shively *et al.* (1970), audiotape feedback was found to be more effective than videotape feedback.

Turney *et al.*, also report a study by Birch (1969) which demonstrated the importance of guided self-analysis of replayed teaching performance. When compared with self-confrontation on videotape, self-analysis using coded categories of teaching behaviour produced significant changes in teaching behaviour. Skill analysis records also facilitate additional feedback from supervisors, fellow students and school pupils. Though for some skills audiotape seems an adequate feedback medium, evidence suggests that the use of videotape ensures optimal feedback for most skills.

(c) Micro-class size

To investigate whether the number of peers in a micro-lesson had any effect on subsequent teaching, Turney *et al.*, 1973, report Staley's (1970) study of three groups of students who used either 4, 8 or 12 to 16 peers as pupils in micro-lessons. To test the effect of the class-size, each student taught a science lesson to four pupils, which was audio-taped. The results indicated no difference between the groups as measured by an "Audiotape Analysis Instruction" which was used to assess the students' teaching behaviour.

(d) On modelling

Research on modelling in connection with teacher education draws its rationale from theories of imitative learning such as those propounded by Bandura and Walters (1963).

A number of research studies lend considerable support to the use of perceptual models in micro-teaching. Turney *et al.*, (1973) for example, reports on Orme's (1966) findings that perceptual modelling led to significantly greater gains in the skill of probing questioning of student-teachers than did symbolic modelling. In another investigation, Koran (1969) revealed that film-mediated models were

significantly more effective than symbolic (written) models in generating higher frequency, variety and quality of analytic questions by student-teachers.

But not all studies have consistently indicated the superiority of perceptual models. For example, Turney *et al.*, have drawn our attention to Myrick's (1969) finding that in counselling, audio models were more effective than video in eliciting statements of self-reference. They also report that Allen *et al.*, (1967) found no significant difference between perceptual and symbolic models in developing probing questioning skill.

(e) On Supervision

Turney *et al.*, (1973) make reference to results of a pilot study on the acquisition of various technical skills at the University of Stirling. That particular study supported the idea that improvement in performance is not significantly increased by the presence of a supervisor. However, the great majority of the trainees expressed a strong preference for supervisory assistance. Similarly, Levis *et al.*, (1973) reported that at Macquarie University, students expressed a strong preference for having self-analysis supplemented by feedback from fellow students *and* supervisors.

Perrot (1977) cites Gibbs (1973) research among student-teachers at the New University of Ulster which uncovered that all students expressed an unqualified preference for working with supervisors. The majority of respondents in Gibb's study "disagreed" with the statement that "supervisors would be unnecessary if students were taught to make objective analysis of their own micro-teaching".

2.3 CONCLUSION

Micro-teaching is goal-directed just like any other skill training. The purposes of the learning activities in micro-teaching, that is, studying the skills, component behaviours, watching model video-tapes, practising the skills and receiving feedback, are all to help the trainee demonstrate competence in the particular skill being practised. The researcher has presented the views of many who have studied some

The review presented here is largely confined to researches done outside Africa in a few particular countries, mainly Britain, U.S.A., and Australia and in different school levels, often involving white or principally white pupils. This is because micro-teaching has a longer history, is more firmly established and researched on in these countries than in Kenya. As a result, these researches cannot be considered as unconditionally valid and significant regardless of variables such as pupils, content, class-size and circumstances of the moment. In spite of this, these research conclusions nevertheless point out the importance of studies on micro-teaching practices in Kenya's Diploma Colleges. The reviewed studies provide valuable information on general matters and on specific aspects relating to the area of micro-teaching.

It is important to study the practice of micro-teaching in Kenya because, as Allen and Ryan (1969) observed:

Micro-teaching currently has the same promise and the same danger that newly devised research and training techniques have always had: the promise of opening up entirely new avenues, perspectives and alternatives to human exploration; the danger of locking in too early on a first alternative which arose purely out of chance and convenience.²⁰

The above implies that prematurely set limitations could impede a training technique which was and still is evolving (particularly in Kenya). That is, micro-teaching gives room for further research and new ideas to be incorporated into it. Users of micro-teaching also risk the danger of accepting without much rationalizing propositions of micro-teaching. Just like other innovations, micro-teaching was mooted, tested, evaluated and then adopted for use in teacher education. The fact that many research works have been and still are being done on it shows that micro-teaching still has its flaws. Therefore, institutions adopting it should do so after thorough research on it.

The findings cited in section 2.2. point out the fact that similar research is badly needed here in Kenya, particularly about micro-teaching practice in relation to

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CHAPTER THREE

METHODOLOGY

3.0. INTRODUCTION

This chapter offers a description of the sources of data, the design of the study, and statistical methodology. It reveals in section 3.1, the subjects of the study. In section 3.2, the development of the instruments is described while section 3.3 outlines the sampling procedures. The data collection procedures including analysis techniques used are given and finally some field problems that were experienced are described.

3.1 THE SUBJECTS

The central problem in this research was to find out the format of micro-teaching in three Diploma Teachers' Colleges; whether it appears useful and relevant to teacher training; which attitudes prevail among those involved in the practice concerning its various aspects; and, finally, which problems are encountered in its organization and implementation.

In order to achieve these objectives, data were obtained from the following subjects in the three colleges; 130 student-teachers, 9 lecturers, 3 heads of the colleges' Departments of English and 3 heads of the colleges' Departments of Education.

3.2 DEVELOPMENT OF RESEARCH INSTRUMENTS

3.2.1 The instruments and Sources for their Construction

In order to achieve the objectives as set out in the previous section (3.1) the following data gathering procedures were decided upon: the use of questionnaires, interviews and observation.

The general objectives of micro-teaching practice, the researcher's own experience as a teacher trainee and the review of relevant research provided the sources of information for the detailed construction of the research instruments mentioned. They suggested a combination of what to ask for in the questionnaires and interviews and what to look for during the observation sessions.

3.2.2 Construction of the Instruments

Demographic, factual and opinion-seeking items for both the questionnaire and interview schedule were compiled. Then Likert-type items seeking to establish attitudes towards micro-teaching were set. These were negative and positive items on a five-point scale: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD), showing to what extent the respondents agreed or disagreed with the opinion items (see Appendices B to G).

Preliminaries and Pilot Study

After trying out the questionnaire on a few colleagues and supervisors, it was felt that a few corrections were needed in order to improve the quality of the questions before using them in the pilot study and finally in the main study. Items which were found to be ambiguous and repeated were eliminated.

A small pilot study was done in Kagumo College using eight subjects. The student-teachers' questionnaire was used for this purpose. The other colleges not offering English as a teaching subject were not appropriate for the pilot study. The colleges under study were few and therefore, none of them could be fully utilized for the pilot study since this would leave the researcher with only two colleges, thus seriously limiting the scope of the research.

Using an admission list of student-teachers, 8 were sampled beginning with the first and taking every second subject, that is numbers 1, 3, 5, 7, 9, 11, 13 and 15. Some general information about the format of micro-teaching in the colleges was also gathered, through informal talks with the heads of the English and Education

gathered, through informal talks with the heads of the English and Education departments.

Following the pilot study analysis, the items were revised once more and those which were still ambiguous or double-barreled were re-written, replaced or discarded. The results of the pilot study on the student-teachers' questionnaire also guided the researcher on the restructuring of the other instruments. The questionnaire for the pilot study is shown in Appendix A.

The student-teachers' questionnaire initially had 52 items in all. Items which were found ambiguous and repeated were eliminated leaving 42 which were reconstructed after the pilot study, leaving 34 items that were typed and photocopied for administration.

The lecturers' questionnaire which was prepared following the same procedure consisted of 30 items.

The questionnaire for the head of the English department after following the same procedure consisted of 10 items.

Each questionnaire had a covering letter which indicated the purpose of the research and guaranteed the respondents' anonymity.

Since the questionnaires sought similar information as the interview schedule, the same procedure used in constructing the questionnaires was also used with the interview schedule. The observation guide was organized in a slightly different manner so as to meet the objectives for which it is a particularly useful instrument.

3.2.3 Description of the Research Instruments

(b) The Interview Schedule All three instruments were considered complimentary.

(a) The Questionnaire

This was the researcher's most important tool. The items in section one of the questionnaires were considered important because they provided the researcher with factual information that was used for validation purposes. The Likert-type items were

used for the purpose of finding out opinions about micro-teaching. The third group of items (open-ended) was considered important for it gave the student-teachers and lecturers an opportunity to react to what they thought about micro-teaching. The questions also enabled the respondents to give private and confidential information as well as express their honest views about micro-teaching.

Three different questionnaires were used: one for student-teachers, another one for lecturers and finally, one for the heads of the English department.

(i) **Student-teachers' and Lecturers' Questionnaire**

Questionnaires consisting of 34 and 30 items respectively were used. These were divided into three parts. The two questionnaires had the same format. They consisted in part one, of closed-type items which sought details on trainees' and lecturers' personal details, for example, name and academic qualifications.

Part two consisted of a Likert-type attitude scale with responses valued on a five-point scale, indicating respondents' favourable or unfavourable opinions towards micro-teaching. The statements were categorized according to the aspects of micro-teaching under study.

Part three consisted of both closed and open-ended type items to provoke the individual respondents' free thinking to related aspects of micro-teaching.

(ii) **Questionnaire for the Head of the English Department**

This questionnaire consisted of two parts: Part one had closed type questions about their personal and academic attributes and Part two consisted of both closed and open-ended items. The questionnaire had 10 items in total.

(b) **The Interview**

The purpose of the interview schedule was to allow dialogue between the researcher and the respondents and therefore enhance reliability, clarity and more in-depth responses. It was also used so that information could be obtained from the

respondents without restricting them to pre-determined items that need a limited number of responses.

Three different interview schedules were used. This was an open-ended schedule for the lecturers (8 items), the head of the English department (11 items) and the head of the Education department (12 items). The items in the interview schedule were closely related to those covered in the questionnaire. The interviews for the heads of the respective departments also sought some administrative facts about micro-teaching.

(c) **The Observation Guide**

This was constructed in order to determine:

- (i) the facilities the colleges had for micro-teaching;
- (ii) how many micro-teaching sessions were conducted;
- (iii) the skills the student-teachers mainly used;
- (iv) how much time was allocated to each session and to each micro-teaching practising student-teacher;
- (v) any problems faced by student-teachers and lecturers in the micro-teaching programme.

The same guide was applied in both the short (5-10 minutes) sessions and the longer (integrated skills practice) sessions. An observation referred to one student-teacher teaching. Observation notes were also made about the general format of micro-teaching.

3.3 **SAMPLING PROCEDURES**

3.3.1 **College Sample**

All the three diploma colleges offering languages, namely, Kagumo, Kisii and Siriba were used. The scope of the study was limited to these three colleges as they were the only ones which offered English as a teaching subject. Including the others would have widened the scope beyond the objectives of the research.

The three colleges were considered to be representative because they recruit students and lecturers nation-wide and therefore provided a diverse population for the study. Diploma teacher trainees form about half of the secondary school teacher trainees' population, therefore, the choice of Diploma colleges gives a representative population of secondary school teacher trainees' population of which teacher trainees of English are part. These colleges have four major characteristics in common, namely:

- (i) they recruit ex-form six students from Kenya secondary schools or from formerly trained P1 teachers;
- (ii) they all offer Diploma in Education courses to the above students in one of the following areas: Arts, Music, Homes Science, Languages, Humanities in addition to Physical Education (PE), Environmental Education and Library;
- (iii) most of their lecturers are holders of at least a first degree;
- (iv) they all offer a two-year training course, and
- (v) they all follow the same syllabus.

3.3.2 Respondents' Sample

The target population for the study included second year Diploma teacher trainees of English in 1989 being prepared for TP for January, 1990; lecturers of the same, and the heads of the English and Education departments. The population included three heads of the English departments, three heads of the Education departments, 21 lecturers and 285 student-teachers from all the three colleges. Each college had one head of the English department and one head of the Education department. College A had seven lecturers and 115 student-teachers, college B had six lecturers and 44 student-teachers while college C had eight lecturers and 126 student-teachers.

(a) **Student-teachers' Sample**

The student-teachers were the main focus of the study. Since the colleges did not have an equal number of enrolled student-teachers, stratified proportional random sampling was done on the basis of sex so that each college and each sex could be well represented. The sample was out of 285 student-teachers, 59% of whom were female and 41% were male. There was need therefore, to include a proportional representation of both sexes in the study taking care that the two sexes were equally represented to avoid introducing a variable based on sex differences. All the student-teachers had many things in common, that is, almost all were 'A' level school leavers, training for the same course in the same department, with a few years' experience as untrained teachers (UTs),

After getting the total number of student-teachers from each college, the percentage of the total population needed (about 45% of the trainees) was determined. This was not based on any criterion but was for the purpose of using a manageable size within the given time and finances. The percentage of the male and female student-teachers in each college and the percentage of the population to represent each college was calculated.

From each college, an admission list in order of the candidates' points of admission, of second year student-teachers, 1988/90 academic year from the English department was obtained. Because a proportional representation of male and female student-teachers was needed, two separate lists of males and females were prepared and from these, independent sampling was done using the systematic procedure where every second subject beginning with the second was chosen from the list. In this way, the sample of the study was obtained.

(b) **The Lecturers' Sample**

The lecturers deal directly with the student-teachers and are in a position to evaluate the students' reactions, the skills and other aspects of micro-teaching. They

were useful in giving information on how they gear micro-teaching to the specific subjects.

(b) Lecturers were sampled on the basis of their experience and their willingness to respond. It was expected that over a certain period of time, a teacher trainer has had experiences that might influence his or her responses. A young inexperienced teacher trainer might have different views and experiences from the older teacher trainer. Therefore, with the help of the colleges' heads of the English departments, the researcher was introduced to the longest serving lecturer and the one with the shortest experience in the department. This also depended on their willingness to respond. About 45% of the lecturers responded to the questionnaire while 40% responded to the interview.

(c) **The Heads of Departments Sample**

The heads of the colleges' English departments coordinate the micro-teaching programme for English Methods. They should know many facts about micro-teaching. The heads of the English and Education departments are also responsible for planning for micro-teaching and therefore should provide information to the study. They are also the authorities to talk about administrative issues in their respective departments.

3.3.3 **Respondents For The Various Instruments**

(a) **The Questionnaire**

The sample to respond to the questionnaire included three heads of the English department, nine lecturers from the same and 130 student-teachers. The lecturers and student-teachers formed about 45% of the total population. The total number of respondents for the questionnaire was 142.

(b) **The Interview**

All the heads of the English and the Education departments were respondents. Eight lecturers (about 40% of the total); three from Kagumo, three from Siriba and

two from Kisii were also interviewed. The total number of respondents for the interview was 14.

(c) **The Observation Guide**

The observations were done at random as sessions went on. Thus, any student-teacher who taught was observed. Some had already done their micro-teaching and so sampling could not be done from part of the class. The observations were done as per the colleges' time tables since it was not possible to interfere with their routine. Observations were made in two colleges only. This could not be done in Siriba for two reasons: Siriba did not incorporate many aspects of micro-teaching due to lack of equipment and facilities and therefore, they only did the integrated skill practice (peer-teaching) as part of the practical preparation of student-teachers for TP. However, even peer-teaching could not be observed because the college had a short time scheduled for it. Moreover, they had to rush through it in order to give time for preparation and writing of examinations. The few sessions had been done already when the researcher got to the college.

Twenty-five micro-teaching observations were made in Kagumo whereas 20 were made in Kisii. 20 and 15 peer-teaching observations were done in Kagumo and Kisii respectively. Out of the 25 and 20 micro-teaching observations made in Kagumo and Kisii, 15 and 10 respectively were chosen for analysis. And out of 20 and 15 peer-teaching observations made in Kagumo and Kisii, 10 and 8 respectively were chosen for analysis. In total, 25 micro-teaching and 18 peer-teaching observations were chosen for analysis.

3.4 **DATA COLLECTION PROCEDURES**

Data collection was done between September and December 1989 in the following order - the observations, questionnaire administration, interviews and collection of documents from the colleges. The colleges were visited in the following order: Kagumo, Siriba and Kisii.

3.4.1 Data Collection

The researcher sent letters well in advance requesting the college principals for permission to visit the colleges, specifying the dates. On visiting the individual colleges, permission to conduct the research was sought from the college principals who introduced the researcher to the lecturers, heads of the departments and the student-teachers to be involved in the project. The purpose of the study was then explained to those who had agreed to assist.

3.4.2 Administration of the Instruments

(a) The Questionnaire

The heads of the departments of English introduced the researcher to the lecturers of English. The researcher then talked to the latter and gave them the lecturers' questionnaire. A questionnaire was also administered to the heads of the English departments.

The admission list of second year student-teachers of English was then used for the sampling process according to the procedures laid out in section 3.3.2

All the student-teachers sampled in each college were introduced to the researcher by their respective English lecturers who requested their cooperation. The researcher talked to the student-teachers briefly introducing herself and the purpose of the visit and requested for cooperation. The groups that did not have a lesson were asked to remain in their classes. After this, the researcher gave out the questionnaires to them. With the help of the lecturers, the student-teachers were asked to fill in the questionnaire before leaving the room (this was ensured in two of the colleges. For one college, the questionnaires were collected from student-teachers two days after administering them, since the student-teachers were busy preparing for examinations and could not fill in the questionnaires immediately.) Thus, this ensured that the student-teacher did not discuss the questionnaire; something which could have meant cheating and hence influencing the responses. The researcher would then

record the names of those who had filled in the questionnaire. This exercise was done on three different days in Kagumo, two days in Kisii and one week in Siriba. It was not easy to organize all in one day as some student-teachers and lecturers had to attend classes and in the case of Siriba, to sit and supervise examinations respectively.

(b) **The interview**

The principals also informed the respective heads of departments of the intended interview. The heads of the English departments informed the respective lecturers (see 3.3.2) about the interview. The researcher personally conducted the interviews giving the English lecturers and the heads of the English and Education departments as much room for discussion as time could allow. The interviews were recorded by hand according to the already prepared interview schedule.

(c) **The Observation**

Observations were carried out over a period of about two weeks in each college. This was not done in Siriba. Instead, documents on micro-teaching in the college were used. In order to reduce the scope of the study, not all student-teachers were observed (see 3.3.3). Before the researcher sat in any of the micro-teaching sessions, she would be introduced to the group by the lecturer in charge.

3.5 **STATISTICAL METHODOLOGY**

Tally sheets were prepared for most of the questions and then their frequencies, means, percentages and ranks computed as deemed fit. The open-ended and interview questions had their responses copied on to sheets of paper and were then used in the developing of coding frames. The categories in the coding frames determined how the responses were classified.

The Likert-type items had an equal number of positive and negative items. The positive items were scored as follows: Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; Strongly Disagree = 1. The negative items were scored in the reverse. This system was used to score responses from each trainee and lecturer

attitude item responded to. For each item, the highest score that a respondent could score was five while the lowest was one. The scores of all those with positive attitudes on each item were totalled and so were those with negative attitudes. Then these were compared to yield a general attitude.

Frequency distributions of the responses and the computed percentages means and ranks coupled with illustrative descriptions in tabular form from the data, were the main methods used for data presentation.

3.6 FIELD PROBLEMS

As explained in 3.3.1, the research limited itself to the three diploma teachers colleges of Kagumo, Kisii and Siriba. Micro-teaching and peer-teaching programmes in these colleges were planned so as to immediately precede the final examinations after which students went out for their TP in schools. This necessitated the research work to be completed in a rather short period of time during which both lecturers and students were also engaged in preparing for annual colleges Drama Festival in addition to getting ready for the examinations. This meant that particularly some of the students had difficulty in finding time to fill in the questionnaires. In the end, however, with the assistance of student leaders most of the questionnaires were duly completed and returned.

Another problem encountered was the reluctance of two of the interviewees to respond to some of the questions asked. They objected for personal reasons which had to be respected.

A final problem which had to be overcome was the fact that the three colleges used for the research project are situated at considerable distances from each other. This, linked with the fact that the micro-teaching programmes ran simultaneously for a short span of time necessitated a period of continuous movement in order to gather all the necessary data in time.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 INTRODUCTION

The first part of this chapter outlines the data collected from student-teachers. The second focusses on the lecturers' responses, while the third part brings in information from the heads of the English and the Education departments. The last part presents data acquired from the observations in two colleges. This structure of presentation was adopted with a view to bringing out a total view of the subjects and the inherent variations in the modes of data collection and analysis.

4.1 STUDENT-TEACHERS AS RESPONDENTS

4.1.1 Introduction

Student-teachers formed the greatest number of respondents for the study. This was because they were in a better position than any other person, to respond to items regarding attitude and the effects of micro-teaching on student-teachers of English, thus fulfilling objectives two to six (see section 1.4).

4.1.2 Background Information

- (a) Age: Age was considered important because it has a bearing on the student-teachers' experiences before joining college. The majority (63.0%) of them were aged between 24 and 29 years, while 30.0% were aged between 18-23 years. Only a small percentage (7.0%) were aged between 30-40 years.
- (b) Experience as untrained teachers (UTs): It was assumed that UT experience might influence student-teachers' reactions to certain aspects of teacher training, for example, in micro-teaching. They could be in a better position to compare themselves as untrained teachers and see how far micro-teaching had helped them. The majority of the respondents (78.5%) had experience as UTs for a period of one to three years. Only 4.6 % had no UT experience at all; these ones happened to be among those aged between 18-23 years.

- (c) **Highest Academic Qualifications:** It was assumed that the student-teachers' qualifications may vary and therefore influence their responses, but it was found that almost all (96.0%) had EAACE or KACE academic qualifications. The few (4.0%) with EACE qualifications indicated that they were also P1 trained teachers and it was found that they were mainly in the Music and Home Economics/English classes.

4.1.3 The Usefulness of Micro-teaching skills to student-teachers of English.

(a) Skills found important in English teaching

Table IV.1 shows the ranking of various micro-teaching skills thought by the student-teachers to be important and relevant to the teaching of English. The results were obtained by getting the percentage of responses to each skill under the scores "Very Important", "Important", "Less Important" and "Not Sure". The first two scores were combined into one to find the skill(s) that was/were rated as most important by the student-teachers.

Table IV.1: Student-teachers' ranking of the Micro-Teaching Skills in terms of their Importance

SKILLS	% R A T I N G S K I L L A S :			Rank
	Important	Less Important	Not Sure	
Lecturing	24.0	70.0	6.0	8
Use of Examples	96.0	3.0	1.0	1
Reinforcement	95.4	3.1	1.5	2
Probing questions	87.7	6.9	5.4	5
Higher-order questions	73.9	17.7	8.4	7
Set induction	83.0	7.0	10.0	6
Stimulus Variation	90.0	4.0	6.0	4
Small Group work	91.0	6.0	3.0	3

N = 130

It may be recognized that the three highly ranked skills were Use of examples, Reinforcement and Small Group work. It can also be noted from the table that all the skills except Lecturing were considered important to the teaching of English. Other skills suggested by the student-teachers which they thought were important to English teaching were dramatization and demonstration.

(b) Topics favoured for micro-teaching

Data presented in Table IV.2 show the English topics favoured by student-teachers for micro-teaching. It was assumed that the success of a micro-teaching lesson depended to a large extent on the kind of topic one was using for practice and that individual teachers prefer certain topics for micro-teaching to others.

Table IV.2: Ranking of the English topics most favoured for Micro-teaching by Student-teachers.

TOPIC	FREQUENCY	%	Rank
Grammar	117	90.0	1
Poetry	62	47.7	3
Drama/Plays	8	6.2	8
Novels/Short Story	11	8.5	7
Composition/Letterwriting	29	22.3	4
Summary	3	2.3	9
Comprehension	21	16.2	5
Reading (comprehension, vocabulary)	21	16.2	5
Oral Literature	64	49.2	2
No Response	3	2.3	9

N = 130

The topics most favoured by student-teachers were grammar, oral literature and poetry. The least favoured were novels and short stories, drama/plays and

summary. These results indicate that grammar, oral literature and poetry were found to be favoured for practice purposes.

4.1.4 Reactions to the use of peers, supervision and feedback procedures in micro-teaching.

(a) Opinions about the teaching of peers in micro-teaching.

The results based on the student-teachers' reactions to the idea of teaching peers during micro-lessons varied. Though the majority (82 out of 130 = 63.0%) expressed a positive reaction about teaching of peers, (48 out of 130 = 37%) said that they did not like teaching peers, 84.0% of those who liked teaching peers had the following reasons categorized thus:

- (i) Confidence building: It makes the student-teacher gain confidence and feel relaxed because of familiarity with peers.
- (ii) Cooperation for feedback: The colleagues understand and are very cooperative and helpful in realizing one's strong and weak points. Peers are invaluable in their criticism and in giving feedback, suggestions and corrections.
- (iii) Class control and management: Peers are easier to control and manage since the student-teacher knows them. They make things generally easy for their colleagues. They give quick answers, understand and adjust quickly.

Those who did not like teaching peers made the following comments:

- (i) Artificiality: micro-teaching with peers is artificial-pretended pupils, teacher questions and does not therefore reflect a real classroom atmosphere.
- (ii) Content known: The student-teacher may feel that peers know more than him and might challenge him, causing humiliation. Since they already know the content, they do not give a true classroom picture.
- (iii) Level: It is difficult to judge performance justifiably considering the artificial situation.

(b) Areas needing Improvement

1. Supervision: A big percentage (77 out of 130 = 59.0) of the student-teachers were of the opinion that supervision was well done. However, the rest (53 out

of 130 = 41.0%) thought that it needed improvement and observed that:

- (i) There is need to involve more staff and different supervisors to avoid subjectivity in criticism.
- (ii) Closer monitoring and constructive criticism needed.
- (iii) Micro-teaching is more marks-oriented than guidance oriented.
- (iv) Supervision should be done more times with the supervisors demonstrating examples of 'good' and 'bad' lessons to the student-teachers.
- (v) Supervisors should identify and give individual help where necessary.
- (vi) Some supervisors lack commitment to micro-teaching.
- (vii) More harmony is needed on the modes of assessment between the education and subject methods departments.

Table IV.3 presents data about student-teachers' feelings about lecturers' presence during micro-lesson.

Table IV.3: Student-teachers' comments on lecturers' presence in micro-teaching lessons

RESPONSE	FREQUENCY	%
Helpful	99	76.2
Scaring	19	14.6
Unnecessary	6	4.6
Not Sure	6	4.6
Totals	130	100.0

The majority (76.2%) of the student-teachers said they found the lecturers' presence in the micro-lesson helpful.

2. **Feedback Procedures:** The results in Table IV.4 show student-teachers' reactions to the lecturers' and peers' comments on micro-lessons.

Table IV.4: Student-teachers' views on lecturers' and peers' comments on micro-teaching performance

RESPONSE	FREQUENCY	%
Encouraging	86	66.0
Educative	4	3.0
Discouraging	36	28.0
Meaningless	1	1.0
Not Certain	3	2.0
Totals	130	100.0

It is noticeable that the majority (66.0%) of the student-teachers found the lecturers' and peers' comments about their performance during micro-teaching "encouraging." A big percentage (28.0%) found it "Educative". This means that feedback through lecturers' and peers' comments is necessary and should be encouraged in micro-teaching.

A big percentage (54.6%) of the student-teachers thought that feedback procedures used in the colleges needed improvement. They observed that:

- (i) Feedback should not just take the form of comments-videotape recordings should be used more frequently.
- (ii) Peers should be taught to comment more honestly. Feedback should be objective rather than consist of empty praises which only aim at giving the 'teacher' high marks. Intimidating remarks should be discouraged.
- (iii) Enough time should be given for feedback - not the way it as done in a hurry.

4.1.5. The Adequacy and Relevance of Micro-teaching.

(a) Time

Table IV.5 shows the distribution of the student-teacher's responses on the adequacy of time allocated to the micro-teaching programme.

Table IV.5: The Distribution of the Student-teachers' Responses on the adequacy of the micro-teaching duration

RESPONSE	FREQUENCY	%
Adequate	18	14.0
Inadequate	112	86.0
No Response	0	0.0
Totals	130	100.0

The results show that the majority (86.0%) of the student-teachers felt that the duration of the micro-teaching programme was inadequate. They therefore, made suggestions, among them, the following:

- (i) Micro-teaching should take a longer period. Two full terms should be devoted to the programme. As an essential part of teacher training, it should run throughout the period in college.
 - (ii) Actual pupils from neighboring schools could be brought to the college or send student-teachers out to the schools for micro-teaching practice before T.P.
 - (iii) The end -of-course examination should be done in the fourth term so that the fifth term is devoted to micro-teaching only.
 - (iv) There should be a reteach of micro-lessons after receiving feedback. Each trainee should have a chance to practise.
- (b) Is Micro-teaching sufficient to produce a skillful teacher especially during Teaching Practice?

The results in Table IV.6 show the distribution of student-teachers' responses on whether they found micro-teaching sufficient to help them become skillful teachers especially during TP.

Table IV.6: The Distribution of the Student-teachers' Responses to whether micro-teaching is sufficient to produce a skillful teacher especially during TP

RESPONSE	FREQUENCY	%
Sufficient	40	31.0
Insufficient	90	69.0
No Response	0	0.0
Totals	130	100.0

The results show that according to the student-teachers, micro-teaching is not sufficient to make one a skillful teacher on TP. However, a reasonably big percentage (31.0) of the student-teachers thought it was. The 69.0% who thought it was not made the following comments categorized thus:

- (i) **Artificiality:** There is a lot of artificiality in micro-teaching. Fellow student-teachers do not give objective criticism, rendering the process "a mere stereotype of approaches, questions etc" Students in secondary school differ from peers in many ways, therefore, one needs to use actual pupils and apply relevant skills.
- (ii) **Time for reteach:** There is no time for this. One should be allowed time to teach, review, reteach and evaluate himself. The time given is not enough and what is done is too little for one to evaluate oneself. Teaching once only gives one the confidence to stand before a class but not enough to practise the application of the skills.
- (iii) **Discrete skill approach:** There is no focus on a given skill but rather a general approach. A student-teacher needs enough time to practise more on the specific subject methods.
- (iv) **Professional versus Academic:** Micro-teaching will not be fully effective unless emphasis is laid on professional training rather than academic training in diploma colleges. Besides, very little time is allocated and facilities are limited.

(c) Link between Theory and Practice:

Most of the student-teachers (90.0%) agreed that micro teaching provided a link between the theory they learnt in Education subjects and the practice of Education. This means that the student-teachers understood the role of micro-teaching in teacher-education. The only problem seemed to be in the way micro-teaching was conducted in those colleges.

(d) The Rating of Micro-teaching in Teacher Preparation as compared to other areas of teacher training.

The results in Table IV.7 were arrived at by merging the responses "most necessary" and "necessary" into one as "necessary" and the same was done for "least necessary" and unnecessary " as "unnecessary". The response, "not certain" was not changed.

Table IV.7: Rating of Micro-teaching as compared to other areas of teacher preparation

RESPONSE	FREQUENCY	%
Necessary	120	92.3
Unnecessary	7	5.4
Not certain	3	2.3
Totals	130	100.0

According to the results, the majority (92.3%) of the student-teachers rated micro-teaching as "necessary" in preparing one to become a teacher compared to other areas of teacher training. Micro-teaching per se was considered as an important component of teacher preparation.

(e) The Relevance of the micro-teaching experience to student-teachers' professional development as teachers of English.

Although the results indicated that the majority (108 out of 130 = 83.0%) of the student-teachers found the micro-teaching session relevant to their professional

development as teachers of English, 22 out of 130 = 17.0% thought otherwise. They observed that:

- (i) The kind of exposure given was too short to make an impact on a student-teacher. This left them not very confident in their future practical teaching since they lacked time to do more practice.
- (ii) The peers did not effectively assume their roles as pupils and their reactions were biased.
- (iii) The concepts, theory, and principles of micro-teaching were not stressed to the student-teachers, so it did not give much help apart from helping them develop confidence.
- (iv) Most of the micro-teaching sessions were done in the fifth term when the student-teachers were preparing for the end-of-course examinations. With the examination pressure, it became difficult for them to concentrate on micro-teaching.

The above data indicate that in spite of the few setbacks experienced in the colleges, micro-teaching was found to be relevant to student-teachers' professional development. Due to time constraints and lack of real life situations, the programme did not fully achieve its aims, especially in the preparation of teachers of English.

4.1.6 Attitudes towards Micro-teaching

(a) Student-teachers' General Attitude towards Micro-teaching

Table IV.8 shows the student-teachers' general attitude towards micro-teaching in the three colleges. The responses (1-5) of each individual respondent on each item were added together to get a total score. There were 20 items. The highest score was 100 while the lowest was 20, that is one scoring 5x20 and 1x20 respectively. A neutral attitude was 60. Thus for the 20 items, scores between 20-59 revealed an unfavourable attitude, 60, a neutral attitude and 61-100, a favourable attitude.

Table IV.8: Student-teachers' scores on general attitude towards micro-teaching in the three colleges

ATTITUDE	FREQUENCY	%
Favourable	121	93.0
Neutral	0	0.0
Unfavourable	9	7.0
Totals	130	100.0

The results show that the general attitude towards micro-teaching was favourable among student-teachers. The 7.0% whose attitude was unfavourable happened mainly to be those aged between 30-40 with more than four years' UT experience.

(b) Student-teachers' attitudes to specific aspects of micro-teaching

The results in Table IV.9 were arrived at by indicating the frequencies and percentage responses for each item in five categories. The first two responses ("Strongly Agree" and "Agree") were combined into one; the same was done to the last two responses ("Disagree" and "Strongly Disagree"). The "Undecided" response remained unchanged. As a result three categories "Agree", "Undecided" and "Disagree" are used to show the responses in both frequencies and percentages. The responses to individual items were computed. This was useful in understanding the particular aspects related to micro-teaching.

11	Time limit for each micro lesson sufficient	29	22.3	3	2.3	10	7.7
12	Some skills difficult to implement in English	87	66.9	8	6.2	35	26.9
13	No clear idea of necessary skills for English Teaching	57	43.8	1	0.8	72	55.4
14	Cannot focus attention upon a particular skill while teaching	61	47.0	11	8.5	58	44.5
15	The introductory lectures were useful	114	88.0	1	0.8	15	11.2
16	Feedback through video replay not useful	11	8.5	11	8.5	108	82.5

* continued

Table IV.9: Distribution of Student-Teachers responses on each item related to their attitude towards micro-teaching

ITEM	ATTITUDE CATEGORY						
	AGREE		UNDECIDED		DISAGREE		
	FREQ	%	FREQ	%	FREQ	%	
1	Micro-teaching is useful in skill acquisition	124	95.4	2	1.5	4	3.1
2	Micro-teaching is sometimes boring	67	51.5	10	7.7	55	40.8
3	Aims and objectives of micro-teaching clear	104	80.0	16	12.3	10	7.7
4	Teaching peers necessary and useful	96	73.8	11	8.5	23	17.7
5	Not all skills are relevant for teaching English	74	56.9	12	9.2	44	33.9
6	Micro-teaching has been useful and relevant	112	86.2	13	10.0	5	3.8
7	I shall feel confident and competent after this	101	77.7	16	12.3	13	10.0
8	Not clear why micro-teaching in teacher-training	7	5.4	7	5.4	116	89.2
9	Well prepared for specific English teaching skills	95	73.0	14	11.0	21	16.0
10	Definite, positive reaction to micro-teaching skills	95	73.0	11	8.5	24	18.5
11	Time limit for each micro lesson sufficient	20	15.4	9	6.9	101	77.7
12	Some skills difficult to implement in English	87	66.9	8	6.2	35	26.9
13	No clear idea of necessary skills for English Teaching	52	40.0	7	5.4	71	54.5
14	Cannot focus attention upon a particular skill while teaching	61	47.0	11	8.5	58	44.5
15	The Introductory lecture were useful	116	89.3	5	3.9	9	6.8
16	Feedback through video replay not useful	11	8.2	41	31.5	78	60.0

ITEM	ATTITUDE CATEGORY					
	AGREE FREQ %	UNDECIDED FREQ %	DISAGREE FREQ %			
17 Feedback from lecturers and colleagues useful	122 94.0	4 3.0	4 3.0			
18 Demonstration lesson artificial and should be discarded.	29 22.3	16 12.3	85 65.4			
19 No proper guidance given by lecturers	31 24.0	5 4.0	94 72.0			
20 Micro-teaching not necessary for teaching Practice preparation and for professional teaching.	25 19.2	2 1.5	103 79.3			

N = 130

Statements 1 - 20 are abridged from the original for ease of reference (see Appendix B).

training

The results also showed that while most of the student-teachers (73.0%) felt that they were well prepared for specific skills for English teaching, 15.5% thought otherwise. Most of the student-teachers (73.0%) felt definite and positive about their general micro-teaching skills. They unanimously agreed that the introductory lessons to micro-teaching were useful to them.

Most of the student-teachers in College C were not experienced and were trained for the five student-teachers who had been to primary teachers' college for their training. Otherwise most of the student-teachers (80.8%) held a positive view about the use of video for feedback. The student-teachers also unanimously agreed that the feedback they got from the lecturers and peers was useful.

There were varied responses over the item on whether demonstration lessons were artificial and should be discarded; 22.3% 'agreed' with the statement, although most of them (65.4%) thought otherwise. Those who were trained in primary school and that demonstration was not done. Generally the majority (79.3%) of the student-teachers

The majority (95.4%) of the student-teachers found micro-teaching useful in skill acquisition. However 51.5% said they sometimes found micro-teaching boring while 40.8% felt otherwise. The majority (80.0%) "agreed" that the aims and objectives were clear to them. The majority (73.8%) also "agreed" that teaching of peers was a necessary and useful activity in micro-teaching.

Regarding the relevance of micro-teaching skills to the teaching of English, 56.9% found that not all the skills of micro-teaching were relevant, though a significant percentage (33.9%) felt otherwise. Most (86.2%) of them found what they had learnt through micro-teaching both useful and relevant.

According to the results, most of the student-teachers (77.7%) "agreed" that they would feel competent and confident after the programme, while 89.0% of them "strongly disagreed" that they did not understand the role of micro-teaching in teacher training .

The results also showed that while most of the student-teachers (73.0%) felt that they were well prepared for specific skills for English teaching, 16.0% thought otherwise. Most of the student-teachers (73.0%) felt definite and positive about the general micro-teaching skills. They unanimously agreed that the introductory lectures to micro-teaching were useful to them.

Most of the student-teachers in College C were not exposed to video except for the five student-teachers who had been to primary teachers' colleges for their P1 training. Otherwise most of the student-teachers (60.0%) held a positive view about the use of video for feedback. The student-teachers also unanimously felt that the feedback they got from the lecturers and peers was useful.

There were varied responses over the item on whether demonstration lessons were artificial and should be discarded; 22.3% "agreed" with the statement, though most of them (65.4%) thought otherwise. Those who were undecided (12.3%) said that demonstration was not done. Generally the majority (79.3%) of the student-teachers

thought that micro-teaching was a necessary preparation for TP and for professional teaching.

Though the data indicated a favourable attitude towards most aspects of micro-teaching, the results of items 2, 5, 11, 12, 13, 14, 18 and 19 in the attitude scale revealed an unfavourable attitude. This implies that in spite of its potential and practical usefulness, there were certain aspects of micro-teaching that needed a closer look.

The majority, (51.5%) said that they found micro-teaching sometimes boring. It can also be deduced that most of the student-teachers felt that not all micro-teaching skills were relevant to English teaching. Regarding time, the majority (77.7%) felt that the time limit for micro-teaching sessions was very short. Most of them found some of the micro-teaching skills difficult to implement in English teaching. The particular skills are discussed elsewhere in this chapter. While a big percentage (40.1%) "agreed" that they had no clear idea of the skills for English teaching, 54.5% felt otherwise. Sixty one percent "agreed" that they could not focus their attention on skills while teaching, yet 44.5% felt that they could. While 24.0% of the student-teachers thought that they were not given proper guidance, most of them (72.0%) thought otherwise.

The results showed that the problem of time necessitated inadequate work and therefore lack of proper guidance in micro-teaching. It therefore sometimes became boring to the student-teachers, hence creating unfavourable feelings towards an otherwise important programme.

(c) Comparison among student-teachers' attitudes towards micro-teaching in the three colleges.

The mean score for student-teachers' attitudes towards micro-teaching in the three colleges was 73.2. The mean score for student-teachers' attitudes towards micro-teaching in college A was 75.3; in college B, it was 73.1; while college C had 71.3, indicating a high or favourable attitude towards the programme. The difference between attitudes among student-teachers was not however significant.

4.2 LECTURERS AS RESPONDENTS

4.2.1 Introduction

The lecturers in the English departments responded to the questionnaire and the interview. They were in a position, as teacher trainers, to know what problems micro-teaching faced and how useful it was to the student-teachers. Their responses helped to fulfill objectives two through six.

4.2.2 Lecturers' background information.

- (a) Age: The age of the lecturers in this study was considered important because of its direct relationship to experience acquired by each respondent over the years of his or her teaching career. Two out of the nine lecturers were aged between 25-30 years, two between 31 and 35 and four were aged between 36-40 while only one was over 40.
- (b) Professional status: Lecturers in diploma colleges are categorized according to their professional levels - from tutor to principal lecturer. The difference in professional growth is a factor that affects attitudes to techniques of training and teaching. In this study, all the respondents were found to be either of lecturer's or tutor's scale, three were assistant lecturers, three were lecturers, while one was a graduate teacher III and none was a principal lecturer.
- (c) Teaching Experience at diploma level: The development of interest in aspects of teacher education depends partly on the length of time one has served in a teacher education institution. The longer, the more opportunity one has had to become familiar with its training methods and assess their effectiveness. Because of its apparent significance, the duration of service was therefore included as a background factor for each respondent. Data showed that all the lecturers had a teaching experience in a diploma college of between 1-5 years. This was fairly short.

- (d) **Professional Qualifications:** Most (6 out of 9) of the lecturers were B.Ed graduates while three had post-graduate qualifications of M.Ed or M.A./PGDE. None had Ph.D or S1 qualifications. This suggests that there would probably only be slight variations in their responses to items of micro-teaching on account of their differences in professional qualifications. However, results showed that there was no significant difference in their attitudes and their views to aspects of micro-teaching.
- (e) **Experience in Micro-teaching programmes:** Involvement in micro-teaching programmes for a long time meant that the respondents were in a good position to discuss how far micro-teaching had been useful to teacher training. It was found that seven of the lecturers had an experience of between two to five years in micro-teaching programmes while two had experience of under two years.
- (f) **Teaching subjects trained for:** The results showed that three of the lecturers trained for Literature in English/Language; three for Literature in English/C.R.E.; two for English Language/History and one for Literature in English/Geography. This means that only five of the lecturers were trained to teach English Language.

4.2.3 **The usefulness of the Micro-teaching skills for the training of teachers of English as viewed by lecturers**

- (a) **Skills the trainees prefer to use for Micro-teaching Practice.**

Table IV.10 presents the results of the responses to the items about the skills that the trainees preferred to use for micro-teaching. The ranking of each respondent on every skill was done and then the mean ranking for each skill was calculated from which the ranks were found.

Table IV.10: Ranking of the skills student-teachers prefer for micro-teaching as expressed by the lecturers

SKILL	MEAN RANK	RANK
Lecturing	4.8	5
Use of Examples	4.2	3
Reinforcement	4.6	4
Probing questions	5.0	6
Higher order questions	5.3	7
Set induction	3.9	2
Stimulus Variation	3.1	1
Small Group work	5.3	7

N = 9

The three highly ranked skills were Use of examples, Reinforcement and Stimulus variation. The lowest ranked skills were Small Group work, Higher - order questioning and Lecturing. The results corroborate the student-teachers' responses on the skills found important to English teaching: Use of examples was also ranked first, followed by Reinforcement. However, the lecturers found Small Group work as least used by the student-teachers while the latter ranked it high. Lecturing and Higher-order questioning were ranked least important by student-teachers while lecturers also expressed the same view (see Table IV.10)

(b) Micro-teaching skills found to be relevant to English teaching

The results of this interview item showed that most of the lecturers (6 out of 8) thought that most of the skills except Lecturing and Higher-order questioning were relevant to the teaching of English. They made the following observations:

Stimulus Variation: This skill is relevant because it involves the learners in English discussion and gives a "varied taste of the other-wise boring situations in language classes".¹ More life and relevance are added to the content of language.

Set-Induction: This is most useful mainly in starting a lesson in composition writing and Literature.

Small Groupwork: This skill is important because it involves the learners in English discussions as English is best learnt through discussions and active participation by the learners.

Probing: It was considered useful in drawing out deeper meanings especially in Literature.

Lecturing: It reduces students' involvement and creative thinking in the lesson, though it is applicable in some aspects of Literature for example, when explaining literary items like rhythm and tone for the first time.

Higher-order-questioning: This skill should not be very prevalent in English unless one is studying Literature at an advanced level. Otherwise, for 'O' level, lower-order questions suffice.

The general contention though, was that there was no practice of special skills for English. Specialization in English skills such as fluency and accuracy were not checked (This issue is further discussed in Chapter Five).

The lecturers suggested other skills to be included in the training of teachers of English, such as; dramatization, fluency in pronunciation, fluency in speaking and writing, speech work, spelling, discussion and argument.

(c) **The Micro-teaching skills found difficult to use in teaching English.**

Table IV.11 gives results of the lecturers' responses about the micro-teaching skills found difficult to use in teaching English. To arrive at these results, the responses of lecturers to each skill were added up and then the percentage of the respondents who found a particular skill difficult was computed to get the skills found most difficult to use in teaching English.

Table IV.11: The skills rated as the most difficult to use in English teaching.

SKILL	No. Who found skill difficult
Lecturing	5
Use of Examples	0
Reinforcement	1
Probing questions	2
Higher-order questions	3
Set induction	1
Stimulus Variation	3
Small Group work	1

N = 9 (each respondent was free to give more than one response)

According to the results, the majority of the lecturers (5 out of 9) felt that the lecturing skill was rated as most difficult to use in teaching English, while the skills of Higher-order questioning and Stimulus variation were each rated as fairly difficult by three of the respondents. The skill which presented no difficulty in English teaching was Use of examples. The results corroborate what was found from other data; the skills of Lecturing and Higher-order questioning still featured here as not easy to use; while Use of examples again here was seen as presenting no problems in English teaching (see section 4.1.3 a).

(d) The usefulness of micro-teaching skills in training teachers of English.

It was assumed that lecturers were in the best position to talk about how useful micro-teaching skills were in the education of teachers of English.

The lecturers were of the opinion that the micro-teaching skills were particularly useful when student-teachers went out for TP. The teacher of English can discriminate between those skills that are applicable to his classroom behaviours. This skill exposure enables the teacher to know, choose and practise on how to present certain topics in English.

However, the lecturers expressed the fear that micro-teaching had not been given enough time for proper training of teachers of English. The student-teachers were too many to be prepared intensively. There was also need for more equipment especially for replay and see actual live examples for purposes of corrections and comparisons (see 4.2.3 c above). These views reinforce the lecturers' questionnaire responses.

iii) Length of micro-lessons.

Table IV.12: Variation of Length of time for a micro-lesson by college as shown by the lecturers' responses

DURATION IN MINUTES	FREQUENCY
3-5	2
6-10	5
11-15	5
Over 15	3
Totals	15

The results in Table IV.12 show that most of the micro-lessons lasted 6-10 minutes (mainly in college A). Some lessons (mainly in colleges A and B) lasted between 6-10 minutes, while the integrated skill practice (called 'peer-teaching') lasted 15-25 minutes (this was mainly in college C). The results indicated that lecturers adhered to different time loadings.

Interview results showed that in college A and B, five lecturers felt that 30 minutes were too short for a student-teacher to communicate something meaningfully. Time for peer-teaching where the skills were practiced in an integrated form was considered to be enough by the lecturers in all the three colleges. The lecturers argued that there should be time for practising content.

Three of the lecturers interviewed in colleges A and B felt that the time for micro-lesson practice per student-teacher was enough especially when one was

4.2.4 Aspects of Micro-teaching

(a) Time

(i) The number of Micro-teaching sessions per week per group.

In college A and B, the results showed that they had two sessions of micro-teaching per week and one peer-teaching session per week per group.

ii) Length of micro-lessons.

Table IV.12: Variation of Length of time for a micro-lesson by each student-teacher as shown by the lecturers' responses

DURATION IN MINUTES	FREQUENCY
3 - 5	0
6 - 10	2
11 - 15	5
Over 15	2
Totals	9

The results in Table IV.12 show that most of the micro-lessons lasted for 11-15 minutes (mainly in college A). Some lessons (mainly in colleges A and B) lasted between 6-10 minutes, while the integrated skill practice (called peer-teaching) lasted 15-25 minutes (this was mainly in college C). The results indicated that each college adhered to different time loadings.

Interview results showed that in college A and B, five lecturers felt that five minutes were too short for a student-teacher to communicate something intelligible. Time for peer-teaching where the skills were practised in an integrated form was considered to be enough by the lecturers in all the three colleges. The lecturers argued that there should be time for practising content.

Three of the lecturers interviewed in colleges A and B felt that the time for micro-lesson practice per student-teacher was enough especially when one was

practising certain skills like Set-induction. This could take even two to three minutes. Closure and Lecturing can also take a short time. However, for others such as Higher-order questioning and Reinforcement, one may need about five to eight minutes.

Lecturers from college C expressed that though the time for integrated skill practice was enough, it was sometimes limited by time schedules on the time-table. Therefore, sometimes, three student-teachers prepared a lesson together and one of them taught it in order to solve the problem of time.

(b) Feedback

(i) Feedback techniques used

From the lecturers' responses, it appeared that the main feedback techniques used in all the three colleges were peers' and supervisors' comments. However, college B alone used video frequently in addition to peer-and supervisor-comments. College A and B also used Student-Teacher Lesson Appraisal Guides, (STLAG), which were handed back to the lecturer at the end of the session.

(ii) Usefulness of peers' criticism

Six out of the eight lecturers interviewed contended that criticism during micro-teaching was found useful by student-teachers only where constructive comments were given without "calling a spade a spade"², rendering this session not as useful as it should have been. The student-teachers reserved their genuine comments. These only came from the lecturers. In a few cases, the lecturers observed that student-teachers took offence when genuine comments were given - this was because they were assessed and feared losing marks for continuous assessment. Time was a major factor in critique sessions because it limited them from having a proper critique session.

(c) Use of peers versus school pupils in micro-teaching

All the eight lecturers who were interviewed expressed both strong and weak points of using peers rather than school pupils in micro-teaching. The following were some of their arguments in favour of the use of peers:

- (i) Using peers is more convenient: peers make things simpler for their friends since they cooperate.
- (ii) It is useful in as far as training them in confidence building is concerned.
- (iii) What is more important is the practice of the skill, so whether peers or actual pupils are used, the emphasis should be more on practice.

The lecturers also made some observations against the use of peers, viz; that a real situation is more credible; use of peers is a kind of acting. Actual pupils would help overcome the problem of adjusting to "pupils" levels. Peers do not replace a child.

It is worth noting that the lecturers' comments were similar to those expressed by the student-teachers' (see section 4.1.4 a).

(d) **Recommendations of Lecturers about the Use of Peers rather than School Pupils in Micro-teaching**

The lecturers made the following suggestions regarding the use of actual pupils for micro-teaching:

- (i) If actual pupils were used, student-teachers would take the practice more seriously instead of considering it a mere "rehearsal" of a play.
- (ii) Have a session to train student-teachers to adjust to their assumed role (of school pupils).
- (iii) Trainees to observe regular teachers rather than depend on peers and on theory.

Two of the eight lecturers who were interviewed suggested that there was no need to change considering the pros and cons in using peers or actual school pupils.

(e) **Usefulness of using live or recorded models.**

Out of the eight lecturers who were interviewed, four had played the role of a model teacher before. In college C, this used to be done up to two years ago. In college B, the lecturers said that one week was devoted to demonstration lessons given by lecturers and watching films of classroom teaching.

The lecturers were of the opinion that there should be modelling before micro-teaching. The regular teacher should do it with his regular pupils observing. It would be good to demonstrate both "excellent" and "bad" examples of teaching so that the trainees know what is and what is not expected of them. They observed that both live and recorded models were equally important. But one lecturer commented that lecturer demonstrations were not very appropriate because the student-teachers based their values on this "model" who may not even be perfect.

4.2.5 The Role and Adequacy of Micro-teaching.

(a) The state of micro-teaching in the three colleges.

Table IV.13 shows lecturers' views about the state of micro-teaching in the three colleges.

Table IV.13: Lecturers' views about the state of micro-teaching in the three colleges

LECTURERS' VIEWS	FREQUENCY
Not useful	0
Make it relevant to specific subjects	2
Identify its role in actual teaching situations in the classroom	7
No response	0
Total	9

Seven out of the nine lecturers felt that micro-teaching was to be made more effective by "identifying its role in actual teaching situations in the classroom". The rest felt that at present, micro-teaching should be "made more relevant to specific subjects". These responses showed that micro-teaching was considered useful in teacher training; it only needs to be improved upon.

(b) Bridge between Theory and Practice through Micro-teaching

Most (seven out of nine) of the lecturers felt that micro-teaching helped in providing a bridge between the theory they learnt in Education and practice in classroom. They observed that through the Methodology and General Methods courses, student-teachers learnt theory followed by putting what they had been taught into practice. Through micro-teaching, the student-teachers got the first opportunity of handling "learners before going out on TP". What was learnt in general could now be applied in specific situations.

Two of the lecturers who thought otherwise expressed the opinion that the time allocation for micro-teaching programmes was so short that the relationship between theory and practice was not shown. Micro-teaching did not take care of practice of specific skills, yet this is one way of making clear the bond between theory and practice. The tendency in colleges was to deal with the skills in general. One lecturer said the management of micro-teaching in his college was not coordinated and the various departments did not follow a common system - some practised several skills at a go, while others did the skill by skill approach to micro-teaching, thus not establishing a proper transition from theory to practice.

(c) The Role of micro-teaching in preparing trainees for TP and the Teaching Profession.

The results in Table IV.14 show the lecturers' responses on the role of micro-teaching in preparing the student-teachers for TP and the teaching profession in general.

1.2.6 Attitude towards Micro-teaching

(a) Lecturers' General Attitude to Micro-teaching

The results were achieved by assigning scale values to each of the 12 (A, A₁, U, D, SD) responses against the 12 items. The instrument provides a total score for each respondent. For the 12 statements, the highest score would be $12 \times 5 = 60$ indicating a favourable attitude, $12 \times 3 = 36$ would indicate a neutral attitude and $12 \times 1 = 12$ would indicate an unfavourable attitude. Therefore the scores of an

Table IV.14: Lecturers' views on the role of Micro-teaching in preparing student-teachers for TP and the Teaching Profession

LECTURERS' VIEWS	FREQUENCY
Most effective	2
Effective	6
Just Useful	1
Mediocre	0
No response	0
Total	9

The results show that the majority (six out of nine) of the lecturers rated the role of micro-teaching in preparing trainees for TP and the teaching profession as "effective" while two of them thought it was "most effective". This means that the lecturers unanimously felt that micro-teaching had a very important role to play in teacher training.

From the data presented in subsections a, b, and c, above, it can be seen that micro-teaching was considered as a relevant and necessary component of pre-service teacher training. The only problem as seen elsewhere lay with the manner in which the programme was conducted.. It was not done in a manner satisfactory to producing properly skilled teachers for TP and thereafter.

4.2.6 Attitudes towards Micro-teaching

(a) Lecturers' General Attitude to Micro-teaching.

The results were achieved by assigning scale values to each of the five (SA, A, U, D, SD) responses against the 12 items. The instrument yielded a total score for each respondent. For the 12 statements, the highest score would be $12 \times 5 = 60$ indicating a favourable attitude; $12 \times 3 = 36$ would indicate a neutral attitude and $12 \times 1 = 12$ would indicate an unfavourable attitude. Therefore the scores of an

individual would fall between 12 and 60. The scores of the lecturers were distributed over the three categories as follows; favourable attitude = scores ranging from 37-60; neutral = scores that hit 36; unfavourable = scores ranging from 12-35.

The attitude score was 45.9 which indicated that the lecturers were generally favourable of the micro-teaching programme. This implies that in spite of the problems and flaws in micro-teaching, it was considered an important part of teacher preparation.

(b) Lecturers' attitudes towards specific aspects of micro-teaching.

Table IV.15 shows the results of the analysis of the lecturers' responses to the statements in the attitude scale (see Appendix C)

ITEM	AGREE	UNDECIDED	DISAGREE
1 I understand the teaching process better through micro-teaching	3	2	1
2 Micro-teaching makes us aware of individual differences among my student teachers	3	2	1
3 Micro-teaching is unnecessary in teacher education	1	2	3
4 I always comment on student teachers' practice	3	2	1
5 College lacks facilities and manpower for micro-teaching	1	2	3
6 Student peers are uncooperative in micro-teaching	0	0	3
7 Demonstration of a lesson is useful and educative	3	2	1
8 Thorough and constructive criticism is given by peers during micro-teaching	1	2	3
9 Time allocated to a micro-teaching programme is insufficient	1	2	3
10 Micro-teaching cannot produce a good teacher for TP because of lack of a real situation.	1	2	3

N= 9* Statements 1-12 abridged from the original one for ease of reference (see Appendix C)

Table IV.15: Lecturers' responses on Items related to their attitudes to micro-teaching

ITEM	ATTITUDE CATEGORY		
	AGREE FREQ	UNDECIDED FREQ	DISAGREE FREQ
1 I understand the teaching process as a complex challenging profession through micro-teaching	8	1	0
2 Micro-teaching skills are irrelevant to the teaching of English.	4	0	5
3 Micro-teaching enhances concern for self improvement and evaluation	9	0	0
4 Micro-teaching makes me aware of individual differences among my student teachers.	9	0	0
5 Micro-teaching is unnecessary in teacher education	0	0	9
6 I always comment on student teachers' practice	9	0	0
7 College lacks facilities and manpower for micro-teaching	7	0	2
8 Student peers are uncooperative in microteaching	0	0	9
9 Demonstration of a lesson useful and educative	5	2	2
10 Thorough and constructive criticism is given by peers during micro-teaching	6	0	3
11 Time allocated to micro-teaching programme insufficient	7	1	1
12 Micro-teaching cannot produce a good teacher for TP because of lack of a real situation.	2	0	7

N= 9* Statements 1-12 abridged from the original ones for ease of reference (see Appendix C)

The results were achieved by indicating the percentage of responses to each item in the three categories. The first two categories were combined into one, the same was done to the last two. As a result, three categories, "Agree", "Undecided" and "Disagree" were used to show the responses in frequencies and percentages. The responses to each item were useful in understanding the particular aspects related to the practice of micro-teaching in diploma colleges, thus revealing more than just mere general attitude.

Five of the lecturers felt that micro-teaching skills were relevant to the teaching of English, whereas four felt otherwise. This means that micro-teaching skills were considered relevant to English, though not always. Most respondents (seven) felt that their colleges did not have enough facilities and manpower for micro-teaching. While a big number (six) of lecturers felt that the student-teachers gave thorough and constructive criticism to their peers during micro-lessons, three felt otherwise, showing that there was some lack of proper feedback from peers and lecturers. The majority of the lecturers (seven) felt that the time allocated to the micro-teaching programme was not sufficient. This corroborated one of the problems mentioned by student-teachers as affecting micro-teaching (see section 4.1.5 a).

Otherwise the lecturers were favourable to other aspects of micro-teaching. For example, they unanimously "agreed" that they got a greater understanding of the teaching process as a complex challenging profession through micro-teaching. It made them have a greater concern for self-improvement and evaluation and made them more aware of individual differences among their student-teachers.

They also unanimously felt that micro-teaching was a necessary practice in teacher-education and could help produce a good teacher for TP and thereafter. They all thought that their student-teachers acting as peers were cooperative during micro-teaching lessons.

There was divided response as to the value of demonstration lessons. Most of them (five) found it useful to demonstrate a lesson before their student-teachers,

though two felt otherwise, while two were undecided. It implies that demonstration of lessons in micro-teaching had its pros and cons which ought to be considered before taking it up.

(c) Comparison among lecturers' attitudes towards micro-teaching in the three colleges.

The mean score for all the lecturers' attitudes towards micro-teaching was 45.9. In college A and B the mean score was 44.7 while college C had 48.3 indicating a fairly high or favourable attitude. However the difference was not significant.

4.2.7 Problems encountered by lecturers of English in Micro-teaching.

(i) Numbers of student-teachers per micro-group:

It was found that the majority (five out of nine) of the lecturers felt that the student-teachers were too many to enable them to give adequate, effective or fruitful micro-teaching practice. However, four lecturers thought otherwise - these were mainly from college B where the student population was found to be lower than that of the other colleges.

(ii) Time: The time allocated to micro-teaching was very short. Micro-teaching was done only in one term and therefore, the students got very little exposure to micro-teaching since it was very hurried. Students only managed to practise once.

(iii) Nervousness: It was expressed that some of the peers suffered nervousness and lack of confidence. They were also sometimes sensitive to criticism. This was aggravated by teaching a large class (15-25 peers) before a lecturer who was too ready to "crucify them".

(iv) Lack of Equipment and Physical Facilities: few or none at all.

(v) Lack of understanding: It was difficult to make student-teachers see that micro-teaching was not just for earning a mark but a practice programme.

(vi) Lack of Trainees' initiative: especially in preparing for individual micro-lessons.

(vii) **Level:** choosing and presenting materials to the level of secondary school when teaching peers. The absence of actual students was particularly inhibiting.

These problems raise the question of how micro-teaching can be improved in the teachers' colleges to make it more useful.

Ways of solving these problems as suggested by the lecturers

4.3.2 Regarding the problem of time, six out of the nine lecturers suggested that micro-teaching programmes should be given more time and should spread as much as possible over all the terms, with smaller groups so that enough attention is given to the individual student-teachers.

Regarding the problem of teaching peers, six out of nine lecturers suggested that the trainees should teach actual pupils. On the problem of nervousness and sensitivity to criticism, seven of the lecturers suggested that the student-teachers be taught to master and prepare sufficiently, help them develop the rationale of micro-teaching so that they develop one skill and improve gradually (step by step) on each. They suggested that student-teachers be provided tutorial hours for more discussion on their micro-teaching performance.

On problems of equipment and facilities, concern was shown over the provision of these, but no suggestions on how this problem could be solved were given.

The lecturers suggested that trainees' attitudes could be changed by providing them with activities to encourage initiative in the use of facilities in the Learning Resources Centre. Lecturers should instill in the trainees the fact that micro-teaching is not one way of getting marks for continuous assessment but practice of instructional skills which they need during TP and for use as qualified teachers.

4.3 HEADS OF THE ENGLISH AND EDUCATION DEPARTMENTS AS RESPONDENTS

4.3.1 Introduction

The heads of the English and Education departments were utilized for the study since they were considered to be in the best position to respond to

administrative issues regarding micro-teaching. They were expected to give information specifically on the running of micro-teaching programmes. Such heads of departments were in charge of courses like Special Methods and General Methods which cater for micro-teaching.

4.3.2 Background information on the heads of the English departments

(a) Age: The age of the heads of the English departments in this study was considered essential because of the direct relationship with experience acquired over time in the teacher training career and on micro-teaching programmes in diploma colleges. Out of the three heads of the English departments who responded to the questionnaire and interview, two were aged between 36-40 and the other between 31-35 years.

(b) Years of Experience as a teacher trainer: This was considered important because the duration of service as a teacher trainer provides opportunity for development of interest in the training of teachers. The length of time has exposed the respondent to the real practice of micro-teaching in the diploma colleges. Out of the three, one had one year's experience while two had 10 and 12 years' experience as teacher trainers.

(c) Years of Experience as head of department in a college:

This was considered important because a period of experience in this position, which is both academic and administrative enables one to give valuable comments. It was found that the three heads of the English departments had three to five years' experience in this job.

4.3.3 Usefulness of micro-teaching skills for the training of English teachers.

(a) Does the English department base micro-teaching on specific skills for the teaching of English?

Interview responses to this item showed that this was not directly the case. According to the syllabus of the diploma course in English, the micro-teaching programme should be carried out in the Education department and thereafter, individual departments should provide further practice through longer peer-teaching sessions (integrated skill practice) where greater emphasis should be laid on specific subject skills (here English language and literature skills). In colleges A and B, this was done only to some extent. In college C the approach to practice was more general. The HODs observed that this was due to lack of time and equipment. They noted that in college A and C both micro-teaching and examinations were done during one term which made it very hectic.

There was no specific pointer to the fact that micro-teaching in the colleges considered specific skills for English teaching. All they did was to practise English topics rather than on the most suitable skills for English teaching.

(b) Reported cases of difficulty in using micro-teaching skills in real classroom setting especially during TP.

The interviews revealed that through their TP experiences, all the English HODs observed that due to lack of time and, in two of the colleges, facilities, student-teachers did not get enough preparation during micro-teaching and therefore lacked mastery of skills on TP. However, it was assumed that when student-teachers passed their TP, then all was considered well.

(c) Skills taught and practised in Micro-teaching in the three Colleges.

The interviews revealed that the student-teachers were exposed to such skills as Stimulus Variation, Set Induction, Informal lecturing, Question-Answer, Small Groupwork, Reinforcement, Probing, Demonstration/Illustrations and Higher-order questioning.

(c) However, the HODs clarified that the practice was not sufficient for the student-teachers to master the skills but to create awareness and indicate how and when these skills could be further practised during TP. Lesson planning, general presentation and use of visual aids were also given special attention.

(b) These responses indicated that theory rather than thorough practice had been given. Yet it is only through practice that a skill can be acquired.

(d) **Micro-teaching Skills considered most Appropriate for the Teaching of English**

The results in Table IV.16 show the questionnaire responses by the English HODs regarding some of the skills they considered most appropriate for the teaching of English.

Table IV.16: **Skills considered most appropriate for English Teaching by the Heads of the English departments**

SKILL	FREQUENCY	Rank
Stimulus-Variation	3	1
Set-Induction	2	4
Reinforcement	3	1
Probing questions	1	7
Higher-order questions	2	4
Small Group work	2	4
Lecturing	0	8
Use of Examples	3	1

N = 3

The data shows that the skills of Stimulus Variation, Use of Examples and Reinforcement were considered by all the HODs as most appropriate for the teaching of English while none of them considered lecturing as an appropriate skill for English teaching, hence corroborating what the student-teachers and the lecturers observed (see Tables IV.1 and IV.10).

(e) **Suggested skills to be included in micro-teaching for English teaching.**

Among the skills suggested by the English HODs were the following :

- (i) Chart drawing and lettering.
- (ii) Integration of English skills such as comprehension and poetry teaching.
- (iii) Fluency and accuracy of speech.
- (iv) Elicitation.
- (v) Communicative language skills.
- (vi) General voice qualities (for example voice range, pitch and stress.)

4.3.4 **Time allocated to the Micro-teaching programme**

The interview revealed the time allocated to the micro-teaching programme to be inadequate both in duration and extent. As for duration, it was suggested that the programme should be operational from second term and run continuously until the end of fifth term. As for extent, they felt that the programme be allocated one hour per week before fifth term and at least two hours per week during term five allowing 30 minutes per session of five students each. This could be time-tabled, though they observed that however, the facilities would almost be in constant use.

One English HOD suggested that a student teacher should have an opportunity for a minimum of three micro-teaching presentations before term five. However, he also observed that with the large number of students there is no time for a full micro-teaching cycle including reteach and second critique sessions.

Another English HOD suggested two years for the whole programme. In college B, the English department used a system of tutorials to provide greater feedback for student-teachers. These views also confirm what was expressed by the lecturers and student-teachers (see sections 4.1.5 a and 4.2.7)

4.3.5 The Role and Adequacy of Micro-teaching Practice in the three colleges

(a) The Practical Roles of Micro-teaching in the improvement of Secondary School Teacher Education

From the interviews with the English HODs it was generally observed that micro-teaching prepared student-teachers for TP through the induction of skills and general teaching ability. Secondly, they noted that micro-teaching introduced the student-teachers to the elements of planning and handling of teaching materials and content. Thirdly, micro-teaching gave trainees confidence and made them see some of the realities of the teaching situation.

The Education HODs felt that micro-teaching was useful in that it helped trainees realise theirs' and others' potentials and weaknesses. It is even useful for already trained teachers for example, one HOD cited an inservice seminar organised by the British Council for teacher trainers where micro-teaching was used and the teachers benefitted. He also expressed that micro-teaching could help student-teachers cultivate their skills when they are getting "stale".

(b) Follow up made to find out Student-teachers' reactions to Micro-teaching before or after Teaching Practice.

The interview with the English and Education HODs revealed that very little had been done in the colleges to find out student-teachers' reactions to micro-teaching before or after TP. What had been done was only verbal and informal, otherwise, after TP the trainees went away to the field for good. Therefore, it was not easy to have a follow-up. In college B though, two lecturers in the English department did a follow-up study (1986) during TP, the findings of which are reported in Chapter Two of this thesis.

The Education HODs expressed that they had no formal plans for improving micro-teaching programmes, but instead made suggestions, among them the following:

- (i) Bring in actual pupils from neighbouring schools.
- (ii) Expand the micro-teaching unit to cope with increased numbers.
- (iii) Get equipment (especially in college C) and personnel.

- (iv) In-service the lecturers and HODs on the running of micro-teaching programmes.
- (v) Establish closer relationships between the Education departments and Special Methods Departments.
- (vi) Establish a curriculum for micro-teaching and T.P

From the above analysis, it appears that the colleges had adopted the technique of micro-teaching but had so far been unable to ascertain whether it was helping the student-teachers or not. Observations during TP provided of course some feedback, but this was actually too general to permit assessment of the effectiveness of a special programme like micro-teaching.

(c) Positive and Negative points of Micro-teaching in the colleges.

The English HODs expressed unanimously that though micro-teaching was used as a practical preparation of trainees for TP it had its strong as well as weak points.

In college A, micro-teaching was considered a success in as far as it gave student-teachers opportunity to gain some practical teaching experience. It was only successful in as far as practising skills of presentation and introduction was concerned, but not in practising instructional skills.

In college B, micro-teaching was considered a success in that it enabled the student-teachers to do their TP confidently. However, according to the English HODs the programme failed in the sense that it did not provide enough time for students to internalize the various skills. Instead of practising one skill at a time, they followed too much of a general approach.

In college C, micro-teaching was successful only to a small degree - that it helped the student-teachers realise their short-comings early and expect to improve on that as individuals. Otherwise, micro-teaching failed as far as practice of individual skills was concerned.

The results of the interview with the Education HODs corroborated the views of the English HODs (above)

The Education HODs expressed that if micro-teaching could be repeated after students came back from TP it would be more effective although expensive. In any case, they felt that the student-teachers who had undergone micro-teaching, no matter how haphazard did better than those who had not.

(d) **Assessment of micro-teaching**

In college B, it was learnt that micro-teaching was taken only to give the student-teachers practice. The lesson plans were marked though a mark out of 25 was given only for purposes of continuous assessment and to encourage students to be more interested and able to initiate their own ideas.

In college A and C however, 25% of the grade in Special Methods was got from micro-teaching assessment. The advantage according to the respective HOD was that it made them take micro-teaching seriously. One HOD suggested that a mark should not be awarded until the reteach stage of micro-teaching.

4.3.6 **Problems in Micro-teaching**

(a) **State of facilities and staff in the English Department.**

Responses to this varied from college to college. In college A, it was gathered that the facilities, equipment and personnel available were appropriate but not sufficient. They had three video systems, two studios which could accommodate only 30 student-teachers at a go, one trained technician and seven lecturers for the Learning Resource Centre (LRC). These were meant for 115 student-teachers in the English department, in addition to about 460 other second year student-teachers in other departments also doing micro-teaching at the same time. In the English department, the student-lecturer ratio was 16:1.

In college B, the facilities and personnel were considered adequate and appropriate, but the English HOD expressed that personnel should be trained in using

the equipment. Their equipment were donated by World Bank and they got films from the British Council and dubbed micro-teaching videos from K.I.E. The college had one studio and two technicians for the LRC. For the English department with 44 student-teachers and six lecturers (that is, a student-lecturer ratio of 7:1), the HOD thought this was sufficient, though the time was restrictive.

In College C, they had eight lecturers for 126 student-teachers(a ratio of 16:1) of English. It was felt that these were enough to run a micro-teaching programme. They did not have any facilities for micro-teaching, but engaged purely in the integrated skills practice (preferably called 'peer-teaching' in that college)to prepare student-teachers for TP.

(b) Problems and flaws experienced in implementing the micro-teaching programme for training teachers of English.

- (i) Lack of enough time for micro-teaching, therefore no proper guidance, reteach, critique or even recritique.
- (ii) Lack of enough facilities and equipment implying that every student-teacher could not see himself on video to realise and correct his errors.
- (iii) Lack of know how by lecturers and technicians on how to operate video equipment.
- (iv) No plans to get access to actual learners - since peers are not satisfactory as they cannot be manipulated to emulate a child's reactions. Focus was more on 'teacher' not on the learners - this encouraged student-teachers to see teaching as only teacher-oriented.
- (v) The micro-teaching programmes "was thin and stretched"³ (two hour sessions once per week for less than one term). An intensive fortnight spent on micro-teaching for English teacher trainees would be more productive than the current practice.
- (vi) The library course was assigned to the English department, therefore the lecturers were over loaded.

- (vii) Student-teachers' attendance was generally erratic especially when it was not their turn to teach.
- (viii) Feedback sessions were sometimes not very useful because of the insincere comments lecturers and peers gave, making the whole thing superficial.
- (ix) Skills were not being handled discretely. There was no time for skill by skill practice and for individual subject skill practice. The systematic development of each skill became therefore impossible.
- (x) Certain general skills were assumed by the English department during micro-teaching - they only concentrated on "introduction" "development" and "conclusions". The general approach to micro-teaching assumed did not fit in the current communicative approach to the teaching of English. It was also expressed that the integrated approach to English teaching could be easily implemented through the micro-teaching approach.

Solutions to the above problems.

The English HODs gave the following suggestions as solutions to the problems and flaws mentioned.

- (i) Train student-teachers in the use and application of specific skills in their teaching.
- (ii) Micro-teaching should start from term one and go on into term five as an ongoing exercise for proper practice (but this is again restricted to time)
- (iii) Equip the colleges with enough facilities for micro-teaching.
- (iv) Observing of live model lessons by student-teachers.
- (v) Arrange some sessions between the Education and the academic departments for proper coordination of micro-teaching.

4.3.7 Preparation of Supervisors for Micro-teaching.

Results of the interview with the Education HOD showed that little had been done to give lecturers special training as supervisors of micro-teaching. In college A,

the HOD indicated that they normally held a week long staff seminar just before micro-teaching started, every year for the purpose of self-assessment and to check on trainers assessment during TP. Here they discussed what to look for in micro-teaching and later on, on TP. However, they did not point to the training of lecturers for the immediate supervision of micro-teaching.

In college B, the HOD indicated that inservice courses for staff were done so that the more experienced and less experienced teacher trainers had a day for studying how to evaluate TP. The rest of the lecturers met to evaluate where they failed or succeeded and see to what extent the teachers were prepared for TP through Micro-teaching, Special Methods and General Methods. Otherwise, they depended on the lecturers' pre-service training and the same situation applied to college C. This indicated that there was no preparation for lecturers to organize and implement the micro-teaching programme. This is seen as a weakness to micro-teaching as will be discussed in Chapter Five.

4.4 DATA FROM OBSERVATION AND DOCUMENTS

4.4.1 Introduction.

The results below are based on observations done in both micro-teaching and Integrated skill practice (peer-teaching) sessions done in two colleges, A and B. The data from this instrument are used to support the data from the questionnaire and interviews. The observations sought information on the general format of micro-teaching in the diploma colleges, thus fulfilling the first objective (see section 1.4)

4.4.2 The format of micro-teaching in the three Diploma Colleges

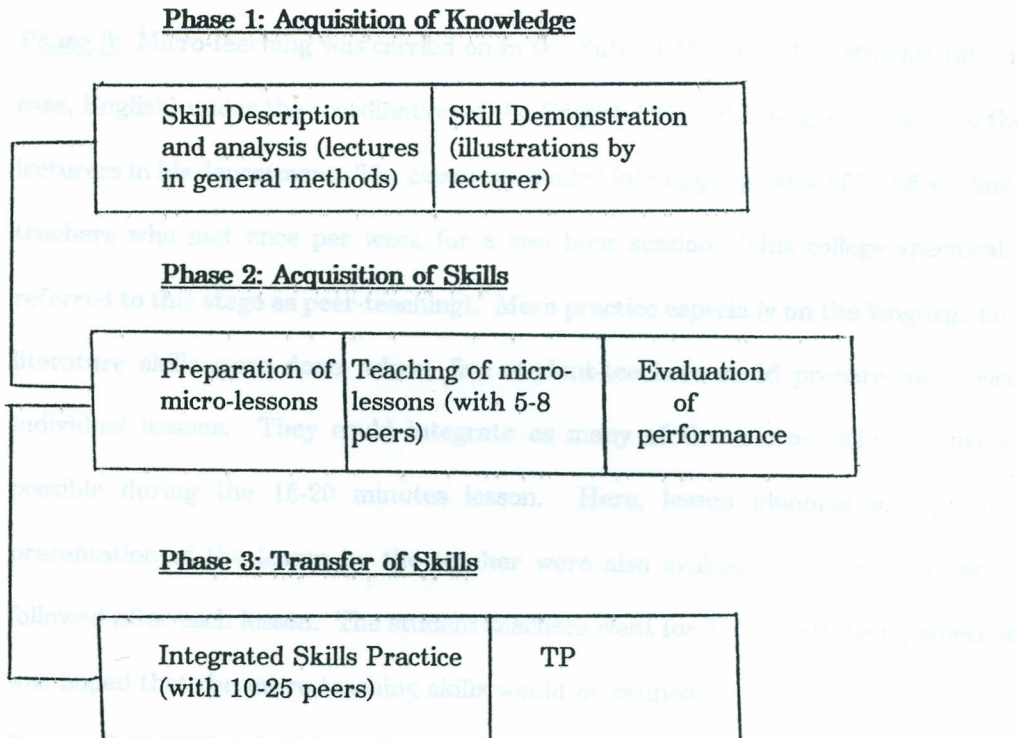
Micro-teaching was done in fifth term and its practice varied from college to college though the basic principles were the same. Documents describing the various aspects of micro-teaching for example, the micro-teaching outlines and the K.I.E. syllabus for English for Diploma colleges revealed that micro-teaching should be done

uniformly within the diploma colleges. Results, showed however that this was not the case.

(a) Preparation for TP in college A

Preparation for TP was done in the whole of term five, which is the last term in college for the student-teachers. It was done in three phases through the General Methods courses in the Education department and in Special Methods courses. These were run concurrently. The pattern looked like this:

Fig. IV.1: Format of Micro-teaching in College A



Phase 1: Before the micro-teaching sessions began, the student-teachers were taught how to make schemes of work, lesson plans and teaching-learning resources. The Education department was responsible for this and for giving student-teachers the theory of micro-teaching through lectures where stages and skills of micro-teaching were explained, (that is, introductory lectures). Student-teachers were sometimes taken to the studio to watch micro-teaching

videos or films on micro-teaching were shown though this was done only twice.

Phase 2: Student-teachers were organized into groups of six depending on their subject combinations, that is English and the other subject, after which each of them prepared a five to eight minutes' lesson. Each of them taught his lesson to a group of five peers before a large group of second-year student-teachers (acting as observers and assessors) during a one hour session, once a week. Two to three were skills were practiced at a go. This was followed by a critique session where the rest of the student-teacher observers gave their comments about each "teacher". This was done under supervision of the General Methods lecturers.

Phase 3: Micro-teaching was carried on in the Subject Methods departments (in this case, English) under the coordination of the English HOD who assigned classes to the lecturers in his department. The class was divided into larger groups of 15-25 student-teachers who met once per week for a two hour session. (This college specifically referred to this stage as peer-teaching). More practice especially on the language and literature skills were done, where five student-teachers could prepare and teach individual lessons. They could integrate as many of the micro-teaching skills as possible during the 15-20 minutes lesson. Here, lesson planning and general presentation of the lesson by the teacher were also evaluated. A critique period followed after each lesson. The student-teachers went for TP in sixth term, where it was hoped that the micro-teaching skills would be refined.

(b) **Preparation for TP in college B:**

College B, conducted its micro-teaching programmes in preparation for TP in an almost similar manner to college A. The format was the same except that they differed in intensity of practice.

Phase 1: Micro-teaching programmes started with introductory lectures to micro-teaching and school excursions. The second year group was divided into two groups. While one group stayed in the college for introductory lectures, the other went for

school excursions- these were done simultaneously. The school excursions involved observing the teachers teaching relevant subjects in actual lessons.

During the introductory lectures, micro-teaching was defined, and the skills described and analysed. Videos and films with examples of certain skills were shown to the trainees. Thereafter, 12 lessons featuring various skills were prepared by the student-teachers. These lessons were then recorded on video and then played back to all the student-teachers during a lecture period. This was followed first, by self evaluation by the individual "teachers" and then the rest of the students and the subject and Education specialists. The 12 lessons gave an example to the other student-teachers.

Phase 2: The practice was then transferred to the Special Methods departments (in this case English) where each subject department ran a programme of micro-teaching in conjunction with the Education department. Micro-teaching skills were practised using specific subject (English) topics.

Lessons were recorded in the studio in groups of five to eight student-teachers, in a two-hour session. These micro-teaching lessons lasted between five to ten minutes. They were followed by a critique session whereby the lecturer in charge began by first commenting and then invited the student-teachers to give their views on the presentation, before it was played back on the video. After their views, there was playback of the video and then the 'teacher' began with self evaluation. The rest of the student-teachers guided by the lecturer gave an evaluation of the micro-lessons. Two lecturers from the Education and the English departments were present. They discussed issues needing attention later on. If there was no time for the critique session to continue, the student-teachers arranged with the LRC personnel to do their playback at another hour or would not do it at all.

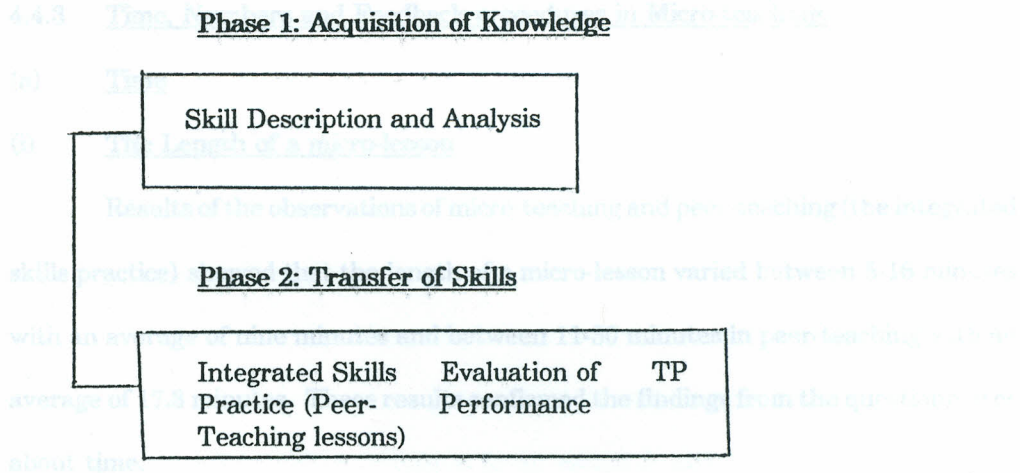
Phase 3: Micro-teaching was carried on in the Subject Methods departments (in this case English). It was done with a larger class of peers in groups of 15-20 peers (specifically referred to as peer-teaching). Lessons of 15-20 minutes were

prepared by about three student-teachers who were scheduled to teach in a one hour session. A critique session on the presented lessons was conducted within that hour. That session took place twice a week. Thereafter, the student-teachers went for TP in term six.

(c) Preparation for TP in college C.

Preparation for TP in college C was a bit different from colleges A and B, in that college C did not incorporate phase 2 of micro-teaching. The pattern took the form presented in Figure IV.2

Fig. IV.2 Format of Micro-teaching in College C



Phase 1: The theory about the micro-teaching skills and micro-teaching in general was discussed in the form of two-hour lectures. Since they did not have any equipment, there was no demonstration on film or video. However, lecturers attempted to analyse various skills by illustrations. This was the onus of the Education department.

Phase 2: The Subject Methods departments were responsible for the preparation of teachers through what they preferred to call, peer-teaching. The phase of micro-teaching where skills are practised in isolation was not emphasized. The student-teachers were divided into groups depending on their English combination - Some were as small as two (for example the English/Music group), while some were as large

as 22. Members of a group prepared lessons which were presented individually during two one-hour sessions per week. Skills were practised in general.

Each session ended with a critique of the presented lessons. Sometimes when the groups were too big, about five student-teachers prepared a common lesson plan which one of them taught. The students went out for TP in term six.

The above description of the way micro-teaching was conducted in the colleges shows that the practice in college A and B was almost the same except that they differed in intensity. Differences in the practice and implementation of micro-teaching existed especially between college A and B on the one hand and college C on the other.

4.4.3 Time, Numbers and Feedback procedures in Micro-teaching.

(a) Time

(i) The Length of a micro-lesson

Results of the observations of micro-teaching and peer-teaching (the integrated skills practice) showed that the length of a micro-lesson varied between 5-16 minutes with an average of nine minutes and between 11-30 minutes in peer-teaching with an average of 17.3 minutes. These results confirmed the findings from the questionnaires about time.

(ii) Length of critique sessions.

The results of the observations of micro-teaching regarding the length of the critique session showed that the length of a critique session varied between one to eight minutes with a mean of 3.24 minutes. This showed that the critique sessions took a very short time. From peer-teaching sessions, it was found that the length of the critique sessions varied between one and ten minutes with a mean of 4.7 minutes. These results showed a lack of enough time for critique.

Results in Table IV 17 show the kinds of comments made by student teachers and lecturers during micro-teaching and peer-teaching sessions.

(b) **Number of Micro-teaching "pupils" per group**

The results of 25 observations of micro-teaching sessions showed that the number of "pupils" in micro-teaching groups ranged between five and ten. The mean number of "pupils" per group was 6.52.

The results of the 18 observations of peer-teaching showed that the number of peers in a peer-teaching session ranged from 8-25 with a mean of 14.5.

The numbers in both cases of micro- and peer-teaching sessions were adequate and also conducive to practice notwithstanding other factors.

The interviews with the Education HOD revealed that in peer-teaching, the numbers were so big that not all got a turn to practice. They recommended:

- (i) The need to have less observers so that the micro-lesson is managed easily. 5 and 10-15 peers for micro-and peer-teaching respectively was recommended;
- (ii) Reschedule the critique session on the time table since this could not be done during a two-hour micro-teaching slot.

(c) **Feedback Procedures.**

In all the micro-teaching sessions, it was observed that peer-comments and lecturers' comments were the most utilized procedures for feedback while video playback was only used in college B in all sessions, and in college A, in only two sessions. The Student-Teacher Lesson Appraisal Guide (STLAG) was also used in both colleges but after being filled in by student-teachers, these were not exploited in class at all.

In all the integrated skills practice (peer-teaching) sessions, peers' and lecturers' comments were used. However, college B also used the STLAG in addition, but as observed this was also not fully exploited.

Comments about feedback procedures in micro-teaching sessions

Results in Table IV.17 show the kinds of comments made by student-teachers and lecturers during micro-teaching and peer-teaching sessions.

Table IV.17: Kinds of comments given by student-teachers and lecturers during micro-teaching and peer-teaching sessions

TYPE OF COMMENT	MICRO-TEACHING		PEER-TEACHING	
	Frequency	%	Frequency	%
Mainly Positive	13	52.0	7	38.9
Mainly Negative	0	0.0	1	1.4
Positive & Negative	12	48.0	8	44.4
Unable to Observe	0	0.0	2	15.3
Totals	25	100.0	18	100.0

The results indicate that 52% of the comments in micro-teaching from the peers and lecturers were mainly positive. In peer-teaching sessions, 38.9% of the comments were mainly positive, and 44.4% of them were mixed. In most cases, student-teachers did the critiquing.

The comments made were mainly general for example "good teacher". The high incidence of only positive comments showed a lack of proper critique; a reflection of poor guidance on feedback procedures.

4.4.4 Skills and Topics practised during micro- and peer-teaching sessions.

(a) Skills.

Table IV.18 shows the occurrence of the skills used by student-teachers during micro-teaching sessions.

Table IV.18: Ranking of skills most commonly used during micro-and peer- teaching sessions

SKILLS	MICRO-TEACHING		PEER-TEACHING	
	Frequency	Rank	Frequency	Rank
Stimulus Variation	10	3	12	1
Set induction	6	5	8	4
Reinforcement	15	1	10	2
Lecturing	4	7	4	7
Probing questions	2	9	2	8
Higher-Order questions	0	10	1	9
Use of Examples	3	8	1	9
Small Group work	5	6	9	3
Question - Answer	13	2	8	4
Demonstration/ Illustration	9	4	3	6

N = 25 Micro-teaching observations

N = 18 Peer-teaching observations

The results revealed that while more emphasis was placed on Reinforcement, Question-answer, and Stimulus variation in micro-teaching sessions, less emphasis was placed on Higher-order questions, Probing questions and Use of examples. In peer-teaching sessions, more emphasis was placed on Stimulus Variation, Reinforcement and Small Groupwork, while less emphasis was placed on Higher order-questions, Use of examples and Probing questions. Some of these results corroborate those of the lecturers' and student -teachers' responses to the ranking of the skills (see sections 4.1.3 and 4.2.3)

(b) Topics chosen for Practice in micro-teaching and peer teaching sessions.

The results in Table IV.19 show the ranking of the student-teachers' choice of topics for micro-and peer-teaching sessions. These topics were arrived at by compiling a list

of all topics taught by student-teachers during the sessions and then putting them together under a major topic. For example, "adverbs" fall under grammar.

Table IV.19: Ranking of topics chosen for micro-and peer- teaching practice

TOPIC	MICRO-TEACHING		PEER-TEACHING	
	Frequency	Rank	Frequency	Rank
Grammar	12	1	6	1
Comprehension	1	6	3	4
Composition	0	8	1	7
Poetry	5	2	2	5
Novels and Short Story	5	3	5	2
Play	2	5	0	8
Oral Literature	4	4	4	3
Integrated English skills	1	6	2	5

N = 25 Micro-teaching observations, N = 18 Peer-teaching observations

In both micro-and peer teaching sessions, the most favourite topics were Grammar, Novels and Short story Poetry and Oral Literature while Composition, Plays and Comprehension were least popular. The integrated approach to teaching English seemed to be more popular in peer-teaching sessions than in micro-teaching sessions.

These results reflect student-teachers' questionnaire responses on this issue. Grammar was ranked first by student-teachers in both observation and questionnaire. Poetry ranked third in both cases. While Oral Literature was ranked second by student-teachers, it ranked third in the observation. However, while student-teachers favoured using Novels and Short Story in practice, they did not rank it high in their questionnaire responses. Plays took the second last position in both cases and

summary which was ranked last by student-teachers was never even practised (see section 4.1.3b)

4.4.5 Problems experienced by student-teachers during Micro-lessons

Observations during micro-teaching sessions revealed that there were some problems which could be considered as physical. Out of the 25 observations, it was shown in 88.0% of them there were problems with the sessions. Most of the problems were experienced in college A. They were due to noise and lack of concentration from observer student-teachers.

Other problems were late coming to class by peers and therefore delaying the time schedule. In college A, micro-teaching lessons were conducted before a class of over 100 student-teachers observing six peers in a hall. The voice of a student-teacher practising was in effect, not loud enough to reach all the "observers". A large education class is not easy to maintain.

There was also the problem of nervousness by the student-teachers. One kept on repeating 'OK', "very good". There was also the problem of time limit in which to cover the planned lesson - a reflection of poor understanding of lesson-planning for micro-lessons.

Further results from the peer-teaching sessions showed that in half of the observed sessions, problems were experienced. There were too many peers acting as "pupils". Therefore, it was not easy to share out teaching aids and to control the class.

4.5 CONCLUSION

Data on micro-teaching have been presented and analysed in the various sections of this chapter. The summary and discussion of the major findings of the research will be done in Chapter Five.

NOTES

1. Interview with a lecturer in the English department, Kagumo College 27th September, 1989
2. Interview with a lecturer in the Education department, Kagumo college, 27th September, 1989.
3. Interview with the head of the English department, Kisii college, 19th October, 1989.

respondents in terms of their professional level and experience in micro-teaching as well as the nature of the teaching subjects trained for.

Section 5.2 describes the role and format of micro-teaching in the respective colleges; Section 5.3 addresses the findings on objective 2. Sections 5.4, 5.5, 5.6 and 5.7 discuss the findings on objectives 3, 4, 5, and 6 of section 1.4 respectively.

Section 5.8 criticizes the nature of the preparation of supervisors who handle the micro-teaching programmes in the colleges used in the study. This section also concludes the chapter.

5.1 BACKGROUND INFORMATION OF THE RESPONDENTS

Background information was collected about the professional levels and experience in micro-teaching of the college staff. Any diploma teacher trainer should be a person with adequate experience in both secondary schools and diploma teacher training colleges. He should have vast experience in secondary school methodology and in micro-teaching programmes so that he can demonstrate with confidence to teacher trainees what is expected of them as secondary school teachers.

An inherent limitation in the micro-teaching programmes was that pre-service programmes emphasized the teaching of skills for high school teaching without regard for other levels except for the Master of Education (M Ed., Primary Teacher Education), the Bachelor of Education (B Ed., Primary Option) and the M Ed. Teachers of Diploma Colleges (now phased out) programmes. Emphasis would therefore need to be re-oriented to the needs of teacher trainers at diploma or college level.

In the context of the teaching subjects the staff had been trained for, it was found that only five out of the nine lecturers were trained for English Language while

CHAPTER FIVE

A SUMMARY AND DISCUSSION OF THE MAJOR FINDINGS

5.0 INTRODUCTION

This chapter provides a discussion of the major findings of the study in view of the stated objectives. Section 5.1 provides the background information about the respondents in terms of their professional level and experience in micro-teaching as well as the nature of the teaching subjects trained for.

Section 5.2 describes the role and format of micro-teaching in the respective colleges; Section 5.3 addresses the findings on objective 2. Sections 5.4, 5.5, 5.6 and 5.7 discuss the findings on objectives 3, 4, 5, and 6 of section 1.4 respectively.

Section 5.8 criticizes the nature of the preparation of supervisors who handle the micro-teaching programmes in the colleges used in the study, while section 5.9 concludes the chapter.

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In the context of the teaching subjects the staff had been trained for, it was found that only five out of the nine lecturers were trained for English Language while

seven had trained for Literature in English at undergraduate level, thus some were actually not English Language specialists.

A requirement that fulfills the demand for an integrated approach to the teaching of English is that the teacher of English must be versed in both language and literature skills through pre-service (and/or in-service) training. Thus there is need to train teachers specifically for the training of future teachers of English.

5.2 OBJECTIVE ONE: THE ROLE AND FORMAT OF MICRO-TEACHING IN THE THREE COLLEGES

The basic principles of preparing student-teachers for TP was found to be the same, but the practice itself varied from college to college. While college A and college B engaged in three phases of micro-teaching, college C did not do the skill by skill practice. They instead practised the skills in general after the introductory lectures. Here, a large group of peers (10-20) was used and the time was longer.

College C preferred to call their practice, peer-teaching rather than micro-teaching. This raises the question as to what term to give TP preparations in teacher training institutions (TTIs). Another question is whether practising of skills in the general form alone is better than the skill by skill practice. There is a need to find out whether there is any difference between products of the college C micro-teaching system and of the two colleges.

The disparities between the preparation of student-teachers for TP in college C and the other two colleges have their roots in the unequal distribution and acquisition of physical facilities. The situation in college C raises questions as to the best way to prepare students for TP considering that they are to be properly prepared for TP and actual teaching. Moreover, the student-teachers from all the three colleges were being prepared for the same professional level and should therefore have received the same amount and kind of exposure to their future profession.

Failures in certain aspects of the micro-teaching programme could be seen to be due to the complete disparity between large classes, inadequate time allocated on

the time-table and lack of enough facilities, equipment and staffing in the three diploma colleges.

5.3 OBJECTIVE TWO: THE USEFULNESS OF MICRO-TEACHING SKILLS FOR THE TRAINING OF TEACHERS OF ENGLISH

Questionnaire responses by the lecturers and student-teachers revealed that the skills of Use of Examples, Small Groupwork, Reinforcement and Stimulus Variation ranked highest in terms of their relevance and importance to the teaching of English. Lecturing, Probing and Higher-order questioning skills were cited as being of least importance and relevance to the teaching of English. (See Table IV.1)

Results from questionnaire responses and observation indicated that Use of Examples, Reinforcement, Stimulus Variation and Question-Answer method were most preferred by the student-teachers in micro-teaching practice (see Tables IV.10 and 18).

The fact that Small Groupwork was considered important to the teaching of English yet was least used for micro-teaching practice showed that it was a difficult skill to employ in micro-teaching, probably due to lack of time to organize it. It was more emphasised in peer-teaching lessons, probably because there was more time to practice the skill.

These revelations also tell us something about the most popular skills with the trainees of English and the most important skills for micro-teaching in English. It also raises questions as to whether the least used skills were not used because they had not been fully mastered by the trainees or whether it was because the trainees did not understand the benefits that were linked with their usage.

Most lecturers felt that the skill of Lecturing was the most difficult to use in English classes, while Higher-order questioning and Stimulus Variation were rated as fairly difficult. They rated the skills of Use of Examples, Small Groupwork, Set-Induction and Reinforcement as easy to employ in English classes, hence confirming the trainees responses.

The fact that Probing and Higher-Order questioning were considered by student-teachers and lecturers as less important in English teaching and also considered difficult by lecturers is worth scrutiny. These are very important skills especially in English where to be able to elicit responses from pupils and to draw inferences from texts, these questions must be asked. Could it be because of time limit or lack of proper guidance of when and how to use these questions? Though the trainees showed a favouring for Use of Examples, this skill did not take a high profile during the actual practice.

The lecturers were of the opinion that the micro-teaching skills were particularly useful when the student-teachers went out for TP. However, fear was expressed that micro-teaching skills had not been given enough time for proper training of teachers of English and moreover, there were too many student-teachers to be prepared intensively for TP.

Results showed that there was a lack of follow-up to determine the usefulness of the skills. However, college B did a small study which showed that it was difficult for student-teachers to use the micro-teaching skills since only one practice session of micro-teaching for each of the two subjects taken by each trainee was not enough to improve a trainees' instructional skills. The lack of follow-up shows that the colleges had so far been unable to ascertain the usefulness of micro-teaching to their particular trainees. They had adopted it with an assumption that it is an important technique for teacher training.

Regarding the question of whether the English department based micro-teaching practice on specific skills for the teaching of English, it was learnt that this was not done. The approach to skill practice was a general one due to lack of time as well as large numbers of trainees.

On topics favoured for micro-teaching, questionnaire responses showed that Grammar, Oral Literature and Poetry ranked high. Summary, Plays, Novels/Short Stories were ranked lowest (see Table IV.2). Observations showed that Grammar was

favoured by student-teachers and they actually put it into practice (see Table IV.19). The student-teachers showed very slight favouring for Summary and they actually never practised it. This could be because summary requires more work and time to be put into it. Plays equally require more time, which is not available in micro-teaching. While Novels and Short Story were frequently practised, the student-teachers had expressed slight favouring for these topics, thus contradicting themselves.

Only three student-teachers in all the 43 micro-teaching observations attempted to practice teaching integrated English. This shows that the student-teachers were either not taught how to practice it or they did not like it. Alternatively, there may not have been enough time for this. The 8-4-4 syllabus for English proposed the teaching of Integrated English and teachers are expected to adopt this. It is reasonable to ask, if trainees of English were not practising how to integrate language and literature skills while they were at college, then when will they do it? How will they be expected to implement it in the schools when they have not been trained how to do it? If the integrated approach to English was to be implemented in schools, then training of the teachers should start at the TTIs.

5.4 OBJECTIVE THREE: TRAINEES' AND TRAINERS' ATTITUDES TOWARDS MICRO-TEACHING

In spite of the general favourable attitude revealed by the Likert-type scale, there were many complaints levelled against some facets of micro-teaching and the associated skills. This implies that micro-teaching per se was considered by the trainees and trainers as important in teacher training. It is the manner in which it was conducted and other flaws associated with it, that created the unfavourable feelings. It seemed that this attitude was influenced by the colleges' organisation of the programme and the lack of supply of micro-teaching equipment by the Ministry of Education (MOE).

Results of some items revealed negative feelings about certain aspects of micro-teaching. For instance, the micro-teaching skills need to be made more relevant

to specific subjects (in this case English) and student-teachers should be specifically prepared on how to focus these skills to their specific subjects. It was revealed that the student teachers lacked proper guidance. Efforts should be made to sustain student-teachers' interest in and help them to understand the concept of micro-teaching. The lack of enough facilities and personnel for micro-teaching seemed also to influence the student-teachers' and lecturers' attitudes to micro-teaching. Another problem was that of time which necessitated inadequate work as a result of inadequate guidance which created unfavourable feelings against a generally favourable programme.

The unfavourable responses showed that in spite of its potential and practical usefulness, there were some aspects of micro-teaching that needed a close review.

5.5 OBJECTIVE FOUR: THE ADEQUACY AND RELEVANCE OF MICRO-TEACHING.

Regarding the state of micro-teaching in the colleges seven of the lecturers felt that micro-teaching was to be made effective by "identifying its role in classroom and field situations", and it should be "made more relevant to the specific subjects". This response showed that micro-teaching was important in teacher training, only that it needed to be improved. Therefore, the teacher trainers should develop and promote or make clear to the trainees, the objectives of micro-teaching.

It was found that the majority (69.0%) of the student-teachers thought that micro-teaching was not sufficient to produce a skillful teacher especially on TP. However, a reasonably large percentage (31.0%) thought it was. The majority of these (69.0%) said that micro-teaching was artificial and that there was no time for skill by skill practice and for teach-reteach, hence giving no gainful skill practice. Another complaint was that emphasis was laid on the academic rather than the professional preparation of teachers. Besides, there were no facilities and the time was limited.

It may be argued that one does not become a skillful teacher through exposure to micro-teaching only. This is learnt in the field - the real situation. Every situation

with which teachers have to deal is unique - every class, every pupil is unique. Every teacher must therefore use his professional judgement in order to decide upon a course of action or unique solution. A teacher acquires this through exposure to real classroom and other professional situations; such situations as dealing with rude pupils, and class organisation should therefore be taught.

On whether micro-teaching provided the link between theory and practice, it was found that most (90%) of the student-teachers agreed that it did. By implication, the student-teachers understood the role of micro-teaching in teacher education. The problem seemed to be the way micro-teaching was conducted in these colleges. The methods used may have made micro-teaching lose its credibility among the student-teachers as an important component of teacher education. The question is whether the student-teachers understood this question when it had been expressed that micro-teaching faced many setbacks.

The lecturers were divided on this issue: seven of them felt that micro-teaching provided a link between theory and practice but two thought otherwise. They argued that the time allocated to micro-teaching was so little that the relationship between the theory and the actual practice of education was not clear-cut. That micro-teaching was not sufficient enough to ensure this was their main contention.

In fact, micro-teaching should be seen as a realisation of many of the principles expounded in the lecture courses. It should provide a natural development of other forms of groupwork that should prepare student-teachers for the subsequent TP and thereafter.

A majority (92.3%) of the student-teachers rated micro-teaching as a necessary teacher preparation tool as compared to other areas of teacher education. Likewise, the lecturers unanimously rated its role in teacher preparation as "effective" and that it had a very important part to play in teacher training.

From the interviews with the heads of the English departments, it was observed that micro-teaching was useful for the following reasons:

- (i) It prepared student-teachers for TP through the induction and general practice of skills for teaching in general.
- (ii) It introduced student-teachers to the elements of planning and handling of teaching materials and content.
- (iii) It gave trainees confidence and made them see some of the realities of the teaching situation.
- (iv) It helped student-teachers realise their and others' potential and failures.
- (v) It could help trained teachers reinforce their skills whenever those skills appeared to be slackening.

It is reasonable to deduce that micro-teaching is a useful and necessary component of teacher education. It is however unfortunate that it was used inadequately in the colleges. The lack of proper facilities and time constraints in the college deemed it not very fruitful, particularly in the preparation of English teachers.

Yet the TTIs should provide a professional example to future teachers. There is therefore a need to improve on the state of micro-teaching in the colleges so as to provide techniques and competencies of teaching to prospective teachers.

There is also need to concentrate more on micro-teaching since it is the immediate practical preparation of teachers in instructional skills on TP and for the future. More time is needed as the student-teachers suggested, and a more discrete approach to it should be employed so that trainees practice on one skill at a time to be able to acquire or internalize the skills.

It was revealed that very little had been done to assess the effects of micro-teaching on actual teaching during TP. It appears that the colleges simply adopted the technique of micro-teaching but did not try to find out whether it was helping the student-teachers or not. It was adopted on the strength of its being considered a useful practice. Whether the aims of micro-teaching were being achieved or not was

not ascertained by the respective colleges. The TP assessment observation guide which incorporates the components of micro-teaching could be one way of telling whether what was learnt during micro teaching was useful or not. But then, such a guide would be too generalised to teaching as a whole.

On the positive and negative sides of micro-teaching, it was expressed by the authorities in all the three colleges that micro-teaching had its positive and negative sides. It would seem then that micro-teaching was not a failure in the colleges. It only faced the constraints aforementioned. It appears that it would be necessary for the authorities concerned to take action on perfecting the programme in the colleges.

According to the English syllabus for the Diploma colleges teachers are to be produced in two years. There are considerable demands made of both the lecturers and student-teachers. Within six terms, they are expected to have covered a wide range of language, literature, library and study skills. They are in turn supposed to utilize these skills in the secondary schools where they will subsequently teach. In addition they are expected to cover a course in General and Applied Linguistics. This is too wide a range to be covered within such a short time and in addition be able to provide thorough practice for all.

It was also observed that the time allocated to academic subjects and methodology was far more than the time allocated to micro-teaching and the practical preparation for TP. Out of the 550 hours a year for English, only 110 hours were scheduled for the practical preparation for TP. This reflects an uneven distribution of hours. As practical work necessary for the mastery of skills, micro-teaching requires normally, more time than the time for covering the theoretical aspects of teaching.

Concentration on methodology and micro-teaching is necessary. Moreover, education programmes should have adequate staff, physical facilities and resources to ensure that their graduates have mastered the teaching skills they will need in the field. Relying on a predominantly academic study of the teaching process is not the

best to ensure the production of skilled teachers. Student-teachers should not just be taught what to do but how to do it and for an adequate period of time.

5.6 **OBJECTIVE FIVE; REACTIONS OF STUDENT-TEACHERS TO TIME ALLOCATED TO MICRO-TEACHING PROGRAMMES, LEVEL OF MICRO-TEACHING PUPILS AND FEEDBACK INSTRUMENTS AND PROCEDURES.**

The results indicated that there was no uniform time limit for micro-lessons in the colleges. The student-teachers and lecturers felt that the micro-teaching time for micro-lessons was inadequate. The student-teachers in particular, needed more time to practice the skills.

Regarding the time allocated to the micro-teaching programme as a whole, the questionnaire results showed that the number of micro-teaching and peer-teaching sessions per week per group varied from college to college. The student-teachers, lecturers and the heads of departments suggested that micro-teaching should run for at least three academic terms. Adequate time should be provided in which crucial and vital skills could be learnt.

The Kenya Institute of Education (K.I.E.) syllabus for English in diploma colleges states that micro-teaching starts in third term for 15 hours then continued in fourth term for 30 hours and finally in fifth term for 65 hours for both Language and Literature. However, in reality and in all the colleges, it was not possible to do this in third term and fourth term because of time constraints. This implies that the K.I.E. syllabus did not consider the practical possibilities of the syllabus content. It could also imply that the colleges did not follow the suggested time allotment of the syllabuses.

Further observations also showed that the time for the critique session was inadequate. The critique sessions took a very short time, yet this was supposed to be the feedback session where the student teachers got all the necessary information on their performance. However, considering the consistent complaints about time limits, this could have been the possible excuse for brief critique sessions.

The student-teachers were generally happy with the feedback sessions. However, they avoided critical evaluations and genuine remarks. The heads of the English departments observed that there was no useful critique because there were too many student-teachers in one session. The time was also limited unless the individual lecturers arranged with their student-teachers to have a slot after classes to use for a thorough critique session and further practice for the purpose of polishing the skills.

On the usefulness of trainees' reactions to criticism during the feedback sessions, it was found that though the criticism was found useful by student-teachers, there was no genuine constructive criticism. The procedures for feedback were inadequate because mainly positive comments were given. The incidence of more positive with less genuine comments is a show of lack of proper critique. Student-teachers seemed not to have been properly guided about the role of genuine positive and negative criticism. This situation was again due to the brevity of the critique sessions.

This is a clear indication that something needs to be done. The student-teachers should be made aware that realistic and genuine feedback is an essential component of the micro-teaching programme. As a matter of fact, the most important part of the practice is feedback, that is, knowledge of how one performs, so as to make progress possible. Emphasis should therefore be put on this area if micro-teaching is to achieve its objectives.

More genuine feedback could be encouraged by allowing student-teachers to practice together over a longer and concentrated period so that they develop close and free friendships where they could discuss frankly with each other. The critique sessions should appear to reflect the wisdom and sincerity expected of a discussion group. The apparent fear by student-teachers to give genuine criticism could be reduced by the lecturers' active participation in critique sessions as an equal member of the group.

The number of lecturers, facilities and equipment dictated the number of groups into which trainees could be divided. Group size in turn affected the average length of the micro-lesson. Consequently, in the three colleges, the groups had to be large and few since the personnel, equipment and physical facilities were few.

College A had a student-lecturer ratio of 16:1, while college B had 7:1 and college C had 16:1. This shows that college B was better staffed than the others. It should also be borne in mind that the same college had an edge over the others in equipment. Both student-teachers and lecturers felt that the numbers of peers especially in the integrated skills practice (peer-teaching) sessions were too big because not all got a chance to perform and practice.

On the question of the use of peers versus school pupils, both student-teachers and lecturers were generally in favour of using peers though there were also some observed disadvantages for this arrangement. Although 63.0% of student-teachers for example, expressed a positive reaction about the teaching of peers, a substantial number (37.0%) said that they did not like it (see section 4.1.4 a and 4.2.4 c). Reasons expounded for the use of peers were that it helped student-teachers gain and develop confidence, it gave them less administrative problems and helped them get instant feedback. Reasons against the use of peers were that this rendered the practice artificial and that certain skills could not be effectively practiced with peers.

The positive reactions to teaching peers should help in improving on what was already available (student-teachers as pupils and the micro-lessons). The negative reactions to teaching of peers should act as a challenge to bring micro-teaching to reality. In effect, student-teachers should be exposed to real life situations so that on TP they may not be confronted with situations they have never met before.

Areas that needed improvement in relation to micro-teaching were its supervision and feedback procedures. To give useful critique and have student-teachers accept it, needs considerable tact and counselling ability on the part of the

tutor. In micro-teaching terms, they need be able to give "positive qualified" reinforcement.

5.7 OBJECTIVE SIX: PROBLEMS ENCOUNTERED IN MICRO-TEACHING BY TEACHER TRAINEES AND TRAINERS IN THE THREE COLLEGES

Problems related to micro-teaching were found to be both physical and academic - these affected the implementation and therefore the success of the programme. The student-teachers, lecturers and heads of departments were all affected by these problems. Some problems stemmed from micro-teaching itself and others from the administration of micro-teaching and the K.I.E. syllabus particularly for English.

Problems affecting the implementation of the micro-teaching programme included time constraints; lack of equipment, physical facilities and sufficient staff, large numbers of student-teachers and difficulty to make student-teachers see micro-teaching as a practice rather than an assessment programme (see sections 4.2.7, 4.3.7 and 4.4.5).

These problems raise the question of how micro-teaching can be improved in these teachers' colleges in order to make it more useful.

It was expressed by the English HODs that the state of facilities and staff for micro-teaching for the English departments were generally "appropriate but insufficient". Only in college B were facilities considered to be sufficient. Another complaint was that the English lecturers were overloaded with library lessons so they could not cope.

The situation indicated that there were many disparities in the availability of facilities among the three diploma colleges. This should not have been the case because all these colleges trained teachers of the same grade and so they should be able to provide equal opportunities for training. There may be no fairness in comparing for example, a teacher trained in college C and the one from college B. The latter has been exposed to TP needs more than the former. The teacher trainers in college C

which only practised the skills in general need to work harder with their student-teachers to make them see their mistakes since they did not have video systems for playback to see themselves perform. Lack of equipment and facilities is a serious problem that affects many institutions and should be curbed if proper practice is to be achieved.

There is need for more time on the timetables to enable the colleges to conduct intensive micro-teaching programmes. There is also need for the colleges to make plans with neighbouring schools so that they could use the pupils from those schools as micro-teaching pupils. This should not be very difficult if properly planned. Teaching of peers as was observed and expressed by student-teachers and lecturers was not disadvantageous. Therefore, it needs to be improved upon, possibly by preparing student-teachers for this role. The problem of nervousness should not be overemphasised because it is one of the purposes of micro-teaching to help student-teachers in confidence building. The lecturers' duty should be to see to it that the student-teachers understood what micro-teaching was all about and to help them choose and present materials for 'O'level English for which they were being prepared.

It may be true to say that micro-teaching only may not solve ones's teaching problems or problems of instructional skills overnight, but it should be considered as a gradual process through which a person can be made a better teacher.

5.8. THE PREPARATION OF SUPERVISORS TO IMPLEMENT MICRO-TEACHING PROGRAMMES

Results showed that little had been done to train lecturers specifically as supervisors of micro-teaching and implementors of micro-teaching programmes. They only depended on the lecturers' pre-service training.

Considering the importance of micro-teaching in preparing future teachers, this situation is unfortunate because for any programme to succeed, the facilitators and implementors must be trained on how to run it. The lack of specific preparation of lecturers to supervise micro-teaching implies that they may not do their job as well as

expected. And this could explain why some student-teachers suggested that lecturers should avoid using "intimidating statements" and give genuine feedback which did not discourage trainees but helped them to improve. There is cause to suspect that attitudes of student-teachers to micro-teaching may have been influenced by this limiting factor.

5.9. CONCLUSION

Inferences generated from this chapter will be discussed in chapter 6 where appropriate recommendations about the improvement of the micro-teaching programmes are presented.

5.1. THE MAIN CONCLUSIONS OF THE STUDY

- (a) Although all the three diploma colleges used micro-teaching as a preparation for TP, each college organised and conducted micro-teaching in its own unique way due to disparities in time allocation, facilities, number and quality of personnel.
- (b) That the respective diploma teachers' colleges were putting great effort in preparing student-teachers for TP through micro-teaching.
- (c) Micro-teaching was construed by both student-teachers and lecturers as a tool for enhancing professional performance, particularly on TP, the main benefit being gain and growth in confidence on the part of student-teachers. The attitude towards micro-teaching among student-teachers was generally positive. In spite of the acknowledged importance of micro-teaching in teacher education, the study however, revealed that the amount of practice the student-teachers were exposed to in the respective colleges was not sufficient to make them skilful teachers.
- (d) The practice of micro-teaching skills required more time and better feedback mechanisms than what was made available. Though feedback instruments were available, these were not fully exploited. And although the college

CHAPTER SIX

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

6.0 INTRODUCTION

The purpose of this survey was to study selected aspects of micro-teaching as practised in three diploma teachers' colleges in Kenya. The usefulness of micro-teaching and its skills, attitudes to micro-teaching and the problems facing micro-teaching in the respective colleges were studied. What follows in this chapter are some of the conclusions which can be drawn from the findings, and suggestions for possible improvement of the micro-teaching programme particularly for the training of teachers of English.

6.1. THE MAIN CONCLUSIONS OF THE STUDY

- (a) Although all the three diploma colleges used micro-teaching as a preparation for TP, each college organized and conducted micro-teaching in its own unique way due to disparities in time allocation, facilities, number and quality of personnel.
- (b) That the respective diploma teachers' colleges were putting great effort in preparing student-teachers for TP through micro-teaching.
- (c) Micro-teaching was construed by both student-teachers and lecturers as a tool for enhancing professional performance, particularly on TP, the main benefit being gain and growth in confidence on the part of student-teachers. The attitude towards micro-teaching among student-teachers and lecturers was generally positive. In spite of the construed importance of micro-teaching in teacher education, the study however, revealed that the amount of practice the student-teachers were exposed to in the respective colleges was not sufficient to make them skillful teachers.
- (d) The practice of micro-teaching skills required more time and better feedback mechanisms than what was made available. Though feedback instruments were available, these were not fully exploited. And although the critique

session per se was considered useful, its usefulness was hampered by the way in which sessions were conducted. The use of peers and video as feedback mechanisms were considered important.

(e) The skills most favoured by student-teachers for micro-teaching were strongly dependent on the topics chosen and the amount of time available. These were Use of Examples, Reinforcement, Set-induction, and Stimulus Variation. Some micro-teaching skills for example, Higher-order questions and lecture were considered very difficult to employ in the teaching of English.

(f) Lecturers did not portray uniform and adequate standards of supervision and micro-teaching evaluation.

(g) Some significant teaching skills relevant to English teaching were omitted in the micro-teaching programmes in the three colleges. The study showed that only certain of the general teaching skills in micro-teaching were employed by student-teachers of English during micro-teaching sessions.

(h) There was a significant relationship between the frequency of practised micro-teaching skills and lecturers'/students' attitudes towards their relative importance.

(i) Major constraints to micro-teaching were shortage of staff, lack of adequate physical facilities and equipment, large numbers of student-teachers, lack of feedback about the programme and weaknesses in the design of the curriculum where inadequate time is provided for the programme.

That little emphasis was put on micro-teaching by K.I.E. and the Ministry of Education is clear. This was reflected in the amount of time made available in the syllabus for micro-teaching in comparison to the time allocated to theoretical academic content. It was also reflected in the lack of sufficient equipment in the colleges. This lack of emphasis shows that micro-teaching has been considered as only a small facet of the entire teacher education programme.

No attempts were made to gather specific feedback on the effectiveness of the micro-teaching programme during subsequent teaching practice periods. Consequently, the successes and failures of micro-teaching in the colleges were only implicitly deduced in general terms from the TP results.

The numbers of student-teachers in the English department had grown considerably over the last few years, yet the facilities and equipment for training them remained the same and appeared inadequate.

- (j) Most of the lecturers had not gone through programmes that trained them as micro-teaching supervisors or implementors.

6.2 THE SCOPE OF GENERALIZATIONS

This research has acted as a pointer for evaluating some aspects of micro-teaching and analysing its usefulness for the training of teachers of English. It has also tried to point out how teacher trainees of English view certain aspects of micro-teaching.

Although the study was only concerned with three colleges and a small group of student-teachers and lecturers, the researcher sees this as a contribution to providing information on micro-teaching. So far no research had been carried out in this area of teacher education in Kenya.

The findings and conclusions arrived at in this study could have some implications for English Teacher Training in Kenya. In this regard, the M.O.E, K.I.E., the diploma teachers' colleges and secondary schools have something to gain from such a research. This study should help create awareness of problems of teacher training.

This study has not provided any conclusive answers to questions about how or for what purposes micro-teaching can be used most effectively. The study has pointed out very clearly that certain shortcomings in the studied areas exist and therefore need review or change. A developing country like Kenya that spends a lot

of its total annual budget on education to train manpower cannot afford to waste time by mounting programmes which do not seem to be effective (by 1987/88 financial year, the government allocated 33.7% of the national recurrent budget and 5.2% of the national development budget on education)¹.

6.3 IMPLICATIONS FOR TEACHER TRAINING

The following recommendations have been made in the hope that those concerned may consider them useful and possibly helpful in seeking ways to improve the micro-teaching programme.

6.3.1 General recommendations for micro-teaching programmes

- (a) The programme would benefit from an intensive practice of the general teaching skills already in existence and gear this to subject specifics. For example, in English, one day, practice may be on how to teach poetry and identify which micro-teaching skills are best for accomplishing a poetry lesson (the problem of time notwithstanding). A systematic evaluation of the existing micro-teaching skills will provide specific information on actual skills needed for English teaching. It is therefore necessary for teacher educators to ensure that English student-teachers are trained in skills specific and suitable to English. They should also guide student-teachers in making a right choice of topics for micro-teaching practice.

Focus should be on the micro-teaching skills during TP supervision to check whether the skills that were practised during the micro-teaching programme were acquired or not.

It appears that it would be better that each skill has its evaluation sheet so that each student-teacher and supervisor has a copy. During micro-teaching performance, the student-teacher should be assessed using the evaluation sheet corresponding to the skill he is using.

Not only should the future teachers be made aware of the changes in teaching approaches in secondary schools but also those already in the field. The Integrated Approach to the teaching of English for instance needs teachers trained for this. Those who are already trained should be inserviced by K.I.E., while the teacher trainees should be trained in this while at college.

(b) The colleges would benefit from a properly organized programme of micro-teaching, giving it enough time (at least three terms that is, half of term three and two full terms of intensive practice), equipment, facilities and personnel. There is need for the K.I.E. to provide adequate time for micro-teaching in the syllabus to permit colleges to implement such an extended programme. Each Education department in the colleges should design adequate evaluation procedures and carry out small research projects specifically for their colleges so as to get feedback about their micro-teaching programmes.

(c) During the micro-teaching programme, lecturers should carry out extensive and intensive micro-sessions and school visits with various student-teachers.

Student-teachers should be supervised frequently, permitting each subject specialist and education professional to write a comprehensive report about each student-teacher. This could be important because the college lecturers would then identify special cases of weakness to be overcome during TP. The student-teacher should be given a copy of the report so that he identifies his weak points and works hard to improve on them.

A grade should be given to student-teachers, more for effort and dedication to their teaching tasks than for assessment of proficiency, since one of the purposes of micro-teaching is to create confidence in preparation for TP. Assessment of proficiency often produces negative effects in micro-teaching because the trainees spend more time worrying about the grade than the techniques they are practising.

The college timetable could be designed in such a way that they allow room for tutorial hours - these could be used for further discussions of micro-teaching lessons.

Lesson Appraisal Guides form an important way of getting systematic, guided feedback. Yet these were not utilized properly by the colleges. The findings suggested that each micro-teaching supervisor ought to give thorough instructions to student-teachers on how to use these guides. At the end of every session, the guides could be collected from the student-teachers so that the supervisor can check them against each other and against the presented lesson. The results could then afterwards be discussed in the recommended tutorial hours.

It is vital that the supervisors help the student-teachers develop an attitude of honest but constructive criticism. The supervisor himself can for example teach by making deliberate mistakes and then insist that the student-teachers give an honest evaluation of his performance. In this way, the fear of criticizing a friend in public may be broken down. Student-teachers should be given proper guidelines as to what they should observe in a micro-lesson, that is, their observation should be given a purpose.

Student-teachers could be trained to simulate actual pupils during micro-lessons. They could be expected to draw on their experiences and control their English accordingly; that is like secondary school pupils.

- (d) The findings suggest that it would be highly beneficial if staff development seminars and training were carried out in an intensive manner in the TTIs. Special training for lecturers and technical staff for micro-teaching could be offered. Teacher trainers could be inserviced specifically on the training of secondary school teachers, in this case, particularly for English. The in-service course could run for at least one to three months in a year at the end of which a certificate of attendance from the M.O.E. could be issued. Teacher

trainers and LRC personnel could also be inserviced on all the equipment acquired.

6.3.2. Specific suggestions for English Teacher Training.

The researcher believes that there is a need to focus the training of teachers in skills specific to individual subjects. The Stanford list of micro-teaching skills is not specifically concerned with the teaching of particular subjects.

The major task of the English teacher is to attain instructional skills enabling students to practice reading, writing, listening and speaking the language. It is advisable that certain micro-teaching skills be given a more prominent place when considering all the skills. Student-teachers should be taught how to apply the general skills to the subject (English) specific skills. Students, particularly those teaching English should be made more aware of the important part their own use of language plays in the performance of all the skills included in the main teaching programme.

The teacher of English more than any other needs for instance, to be fluent and accurate in certain skills specific to English. The present teaching skills so far could be made more relevant to the teaching of English. The student-teachers should use what skills they have to the best advantage. However, the findings of the study show that the following skills need to be adjusted as particularly useful to English teaching or introduced as subskills. For example:

(a) Use of Drills

Use of drills is very important for practising specific language patterns. This could involve presentation of certain English structures for example grammatical structures such as "ought to", "must", polite refusals, practice of sounds, syllable practice, pronunciation and so on. Drilling could be done through repetition and demonstration.

(b) **Use of Examples**

This skill is especially important in Literature whose aims are to help relate Literature to real life in the society, help appreciate, criticise and change attitudes. Therefore the teacher of English needs to give more and more examples so that analogies are drawn by the students. Moreover, in English, new vocabulary appear in everyday learning, therefore many examples should be given to give a clear picture of what these new concepts mean.

(c) **Questioning**

The art of questioning deserves more than just general consideration as skillful questioning is the basis of good oral teaching. English teaching and learning should involve a lot of dialogue; thus it calls for all types of questioning. In Literature, in-depth questioning involving probing, divergent or higher-order questions is very important. Yet probing, divergent or higher-order questions were hardly used by student-teachers in micro-lessons. This situation could be curbed by giving student-teachers proper guidance on how, where and when to employ these questions. Lecturers should help students to identify situations where these kinds of questions can be practised and help them to formulate them.

(d) **Reading Aloud**

As an important English skill, it is imperative that the teacher of English practises how to read aloud so that he gives an example to the class. The practice of this skill would help student-teachers develop specific features such as voice control, stress, speed, pronunciation and facial expressions. Fluency in reading aloud could also be checked. This skill has an important function in the teaching of comprehension and poetry.

(e) **Lecturing**

Though this skill is applicable generally to all disciplines, the study revealed that it did not auger well in English.

Learning English means mastering the language skills of speaking, listening, reading and writing. Lecturing, even informally, about them is obviously the wrong method as such skills can only be mastered by practice, not by talking about them. Moreover, in English, student participation is of paramount value. Therefore lecturing cannot allow this necessary participation. However the researcher suggests that it could be used in introducing concepts and structures in English.

Micro-teaching has much to offer to teacher education. However, the realisation of its potential demands;

- (i) that teachers try to ensure that the programme content is valid, thorough, significant and credible for their particular student-teachers;
- (ii) that in the planning and execution of the programme, we identify opportunities for internalization and transfer of skills, and take deliberate steps to facilitate transfer and retention of the acquired skills.

Teacher trainers are entrusted with the responsibility of initiating potential teachers into the profession. The way in which this is done influences the potentiality and competence of the beginning teacher.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

There is need for research in separate facets of micro-teaching rather than the generalized approach used here. The researcher suggests the following areas which need investigation:

- (a) The effectiveness of each of the micro-teaching skills in actual teaching-learning situations. This will help determine the relative usefulness of the skills.
- (b) The selection of which skills are most needed by beginning teachers and which skills developed through micro-teaching are retained over a longer period of

time. This would entail a follow-up study of trained teachers so that, if need be, refresher courses be offered to them.

- (c) The attitude of student-teachers and teacher-trainers towards micro-teaching before and after TP should be studied in order to find out whether the programme has any effect on its users in this respect.
- (d) A detailed study of the link between TP and micro-teaching to determine to what extent the abilities assessed in micro-teaching are transferred to TP.
- (e) More discrete studies on the effects of video and peers as feedback mechanisms, in order to establish their usefulness in providing feedback.
- (f) The design of a supervision format for micro-teaching, specifically for the needs of diploma colleges in Kenya.
- (g) The desirability of harmonizing micro-teaching standards in different colleges.

6.5 CHAPTER SUMMARY

In conclusion, the researcher would like to point out that the problem and instruments have been effective in guiding the study to the conclusions in section 6.1. Validation of the research instruments was arrived at by expert opinion, pilot study and use of a standardized instrument.

The scope of the generalizations indicates viable areas for further research as outlined in section 6.4. It is therefore hoped that fruitful information will be obtained from this study for continuing improvement of our teacher-training programmes, particularly micro-teaching.

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INSTRUCTIONSAPPENDIX A.STUDENT-TEACHERS' QUESTIONNAIRE USED FOR THE PILOT STUDY.

Dear Student,

The purpose of this research is to study the practice of micro-teaching in Diploma Teachers Colleges. Your assistance is needed to complete this questionnaire as soon as possible. Your cooperation will be greatly appreciated. Your answers to the questions will be treated with utmost confidentiality and used only for the purpose of this research. Your anonymity is also guaranteed. The researcher will personally collect this questionnaire from your institution.

Thank you in advance.

Yours Sincerely,

Adelheid Bwire

Adelheid Bwire
Kenyatta University,
Dept. of Ed. Comm. Tech.
P. O. Box 43844,
NAIROBI.

5. Were you teaching before you came to college?

U.T. Experience _____ years
Any Other _____

6. You completed your highest academic qualifications prior to joining college in the year _____

7. Teaching subject you are being trained for _____

SECTION II: INFORMATION ON MICRO TEACHING

You are requested to express on a five-point scale the extent of your agreement, disagreement, or uncertainty. The five points are marked: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Please circle any one of these alternatives which best indicates the extent of your agreement, disagreement or uncertainty.

INSTRUCTIONS

The questionnaire is divided into three sections. Read it carefully and answer all the questions in the sections.

No answer is necessarily wrong or correct. Feel free to give the answer you consider appropriate.

Section I: GENERAL INFORMATION

Please tick (✓) or fill in the appropriate answer in the space provided:

1. Your age is:

- a) 18 - 23 years ()
 b) 24 - 29 " ()
 c) 30 - 35 " ()
 d) over 35 " ()

2. Your sex is:

- a) Male () b) Female ()

3. Your teaching experience as an untrained teacher is:

- a) 1 - 3 years ()
 b) 4 - 6 years ()
 c) Over 6 years ()

4. What were your "A" Level qualifications?

5. Were you teaching before you came to college?

U.T. Experience _____ years
 Any Other _____

6. You completed your highest academic qualifications prior to joining college in the year _____

7. Teaching subject(s) you are being trained for _____

SECTION II: INFORMATION ON MICRO-TEACHING

You are requested to express on a five-point scale, the extent of agreement, disagreement, or uncertainty. The five points are stated: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Please circle any one of these alternatives which best indicates the extent of your agreement, disagreement or uncertainty.

Please do not circle more than one letter or letters for each statement.

Example

Micro-teaching is preparing me well for teaching English

1. I find Micro-teaching useful in skill acquisition SA A (U) D SD
2. Micro-teaching is sometimes boring SA A U D SD
3. The aims and objectives of micro-teaching are clear to me SA A U D SD
4. Teaching peers is a necessary and useful activity in micro-teaching. SA A U D SD
5. Not all micro-teaching skills are relevant for teaching English. SA A U D SD
6. What I have learnt so far in micro-teaching has been useful and relevant. SA A U D SD
7. I shall feel confident and competent in teaching after this. SA A U D SD
8. I do not understand why micro-teaching should be included in teacher training. SA A U D SD
9. I feel well-prepared for specific skills in teaching English. SA A U D SD
10. The time limit for each micro-lesson is sufficient. SA A U D SD
11. Some micro-teaching skills are very difficult to implement in English. SA A U D SD
12. I do not have a sufficiently clear idea of skills SA A U D SD
13. I cannot focus my attention upon a particular skill while teaching a lesson. SA A U D SD
14. I found the introductory lectures to micro-teaching useful SA A U D SD
15. I feel that feedback from lecturers and my colleagues is very useful SA A U D SD
16. I feel that feedback through video playback is not useful. SA A U D SD
17. The demonstration lesson by a lecturer is artificial and should be discarded. SA A U D SD
18. During the micro-teaching period, no proper guidance is given by teachers. SA A U D SD
19. Micro-teaching is not necessary for the preparation of TP and professional teaching. SA A U D SD
20. Our lecturers involve us in interesting activities. SA A U D SD
21. This short period of micro-teaching has been more profitable than the years I served as an untrained teacher. SA A U D SD

SECTION III MORE INFORMATION ON MICRO-TEACHING

Please tick (✓) or fill in the given spaces.

1. In your opinion, was the duration of the micro-teaching programme adequate?

Yes () No ()

If not adequate, please make suggestions. _____

2. Do you like teaching peers in a micro-lesson?

Yes () No ()

Please explain. _____

3. From this short experience, were the micro-teaching sessions relevant to your profession as a teacher of English?

Yes () No ()

Please explain _____

4. Do you think micro-teaching practice is sufficient to make you a skillful teacher?

Yes () No ()

If not, please explain briefly _____

5. In your opinion, does micro-teaching provide a link between the theory you learnt in Education and the practice of education?

Yes () No ()

6. How can you rate micro-teaching as compared to other areas of teacher-education in preparing you as a teacher? (tick one)

- a) Most necessary ()
 b) Necessary ()
 c) Least necessary ()
 d) Unnecessary ()
 e) Not certain ()

7. In your opinion, does any of the following micro-teaching areas in your college need improvement?

- | | | |
|-----------------------------|---------|--------|
| a) Use of peers | Yes () | No () |
| b) Duration of micro-lesson | Yes () | No () |
| c) Supervision | Yes () | No () |
| d) Feedback | Yes () | No () |

If yes, please explain _____

8. In your view, did you find demonstration of teaching by a lecturer useful?
 Yes () No ()
 If not, please explain briefly _____
-

9. Comment on the lecturers' presence of the micro-teaching class, by ticking one of the following:

- a) helpful ()
 b) scaring ()
 c) unnecessary ()
 d) do away with it ()
 e) not sure ()

10. Do the lecturers' and peers' comments about your performance help or discourage you?
-

11. Do you feel that the short micro-teaching session experience was relevant to your professional development as a teacher of English?

Yes () No ()

If not, please explain briefly _____

12. Mention at least three topics in English Language which you like most to choose for micro-teaching practice:

1. _____
2. _____
3. _____

13. Please indicate with a tick (✓) which of the following micro-teaching skills you find important and relevant in the teaching of English.

SKILL	R A T I N G			
	Very Important	Important	Less Important	Not Sure
a) Lecturing				
b) Use of Examples				
c) Reinforcement				
d) Probing Questions				
e) Higher-order questions				
f) Set-Induction				
g) Stimulus Variation				
h) Small Group work				
g) Others, specify				

14. State reasons for rating the above skills as so

INSTRUCTIONSAPPENDIX BSTUDENT TEACHERS' QUESTIONNAIRE

The questionnaire is divided into three sections. Read it carefully and answer the questions.

No answer is necessarily wrong or correct. Feel free to give the answers you think are most appropriate.

The purpose of this research is to study the practice of micro-teaching in Diploma Colleges. Using careful sampling, you have been chosen to represent your college in responding to this questionnaire. It is meant for student-teachers who have completed or are about to complete a course in micro-teaching.

Please tick (✓) or fill in the appropriate answer in the space provided.

You are therefore, kindly requested to complete this questionnaire as soon as possible. Your cooperation will be greatly appreciated. Your answers to the questions asked will be treated with utmost confidentiality and used only for the purpose of this research. Your anonymity is also guaranteed. The researcher will personally collect this questionnaire from your institution. Thank you in advance.

Yours sincerely,

2. Your teaching experience as an untrained teacher is:

a) 1-4 years

b) *At/bwne*

c) Over 6 years

Adelheid Bwire,

Kenyatta University

3. Department of Educational Communication and

Technology.

P. O. Box 43844,

NAIROBI.

SECTION II. INFORMATION ON MICRO-TEACHING

Read the following statements and grade them on a five point scale, the extent of agreement, disagreement or uncertainty. Circle the letter of the grade that best describes your feelings about each statement.

Key:

Strongly Agree - SA

Agree - A

Undecided - U

Disagree - D

Strongly Disagree - SD

INSTRUCTIONS

The questionnaire is divided into three sections. Read it carefully and answer all the questions in all the sections.

No answer is necessarily wrong or correct. Feel free to give the answer you consider appropriate.

Section I: GENERAL INFORMATION

Please tick (✓) or fill in the appropriate answer in the space provided:

1. Your age is :

- a) 18-23 years ()
 b) 24-29 " ()
 c) 30-40 ()

2. Your teaching experience as an untrained teacher is:

- a) 1-3 years ()
 b) 4-6 years ()
 c) Over 6 years ()
 d) None ()

3. Indicate your highest academic qualifications

- a) GCE/EACE/KCE ()
 b) EAACE/KACE ()
 c) Other, specify. _____

SECTION II INFORMATION ON MICRO-TEACHING

Read the following statements and grade them on a five-point scale the extent of agreement, disagreement or uncertainty, Circle the letter(s) that show(s) your feelings about each statement.

Key:

- Strongly Agree - SA
 Agree - A
 Undecided - U
 Disagree - D
 Strongly Disagree - SD

Please do not circle more than one letter or letters for each statement.

Example:

Micro-teaching is preparing me well for teaching English

1. I find Micro-teaching useful in skill acquisition SA A U D SD
2. Micro-teaching is sometimes boring SA A U D SD
3. The aims and objectives of micro-teaching are clear to me SA A U D SD
4. Teaching peers is a necessary and useful activity in micro-teaching. SA A U D SD
5. Not all micro-teaching skills are relevant for teaching English. SA A U D SD
6. What I have learnt so far in micro-teaching has been useful and relevant. SA A U D SD
7. I shall feel confident and competent in teaching after this. SA A U D SD
8. I do not understand why micro-teaching should be included in teacher training. SA A U D SD
9. I feel well-prepared for specific skills in teaching English. SA A U D SD
10. I feel definite and positive about micro-teaching skills and really value using them. SA A U D SD
11. The time limit for each micro-teaching session is sufficient. SA A U D SD
12. Some micro-teaching skills are very difficult to implement in the teaching of English. SA A U D SD
13. I do not have a sufficiently clear idea of the skills necessary for the teaching of English SA A U D SD
14. I cannot focus my attention upon a particular skill while teaching an English lesson. SA A U D SD
15. I found the introductory lectures to micro-teaching useful. SA A U D SD
16. More practice should be given in micro-teaching. SA A U D SD
17. I feel that feedback from lecturers and my peers' comments is very useful. SA A U D SD
18. The demonstration lesson by a lecturer is artificial and should be discarded. SA A U D SD
19. During the micro-teaching period, no proper guidance is given by lecturers. SA A U D SD
20. Micro-teaching is not necessary for the preparation for teaching practice and for future teaching. SA A U D SD

SECTION III: MORE INFORMATION ON MICRO-TEACHING.**Please tick (✓) or fill in the given spaces.**

1. In your opinion, was the duration of the micro-teaching programme adequate?

Yes () No ()

If not adequate, please make suggestions _____

2. Do you like teaching colleagues in a micro-teaching lesson?

Yes () No ()

Please explain your opinion _____

3. Do you think micro-teaching practice is sufficient to make you a skillful teacher especially during Teaching Practice.

Yes () No ()

4. How can you rate micro-teaching as compared to other areas of teacher-education in preparing you as a teacher?

a) Most necessary ()

b) Necessary ()

c) Least necessary ()

d) Not certain ()

5. In your opinion, does any of the following micro-teaching areas in your college need improvement?

a) Supervision of micro-lessons Yes () No ()

Please explain _____

b) Feedback Procedures. Yes () No ()

Please explain _____

6. Comment on the lecturer's presence in the micro-teaching class, by ticking one of the following:

a) Helpful ()

b) Scaring ()

c) Unnecessary ()

d) Do away with it ()

e) Not sure ()

7. The lecturers' and peers' comments about a student-teacher's performance during a micro-lesson are: (tick one)

- a) Encouraging ()
- b) Educative ()
- c) Discouraging ()
- d) Meaningless ()
- e) Not certain ()

8. Do you feel that the micro-teaching experience you had was relevant to your professional development as a teacher of English?

Yes () No ()

If no, please explain briefly _____

9. Mention at least three topics in English which you like most to choose for micro-teaching practice.

- a) _____
- b) _____
- c) _____

10. Please indicate with a tick (✓) which of the following micro-teaching skills you find important in the teaching of English:

SKILL	R A T I N G			
	Very Important	Important	Less Important	Not Sure
a) Lecturing				
b) Use of Examples				
c) Reinforcement				
d) Probing questions				
e) Higher-order questions				
f) Set-Induction				
g) Stimulus Variation				
h) Small Group work				
g) Others, specify				

THANK YOU VERY MUCH FOR YOUR COOPERATION

INSTRUCTIONS

APPENDIX C

QUESTIONNAIRE FOR LECTURERS OF ENGLISH.

SECTION I: GENERAL INFORMATION

Dear Sir/Madam,

1. This questionnaire is intended to collect information about micro-teaching in three Diploma Teachers' Colleges in Kenya. The information you will provide will only be used for statistical purposes and not to evaluate you as an individual. Do not therefore, write your name or name of college on this questionnaire. Your responses will contribute to the success of this study and will be highly appreciated. I shall personally collect this questionnaire from you on completion. Thank you.

2. Yours faithfully, status is:

- a) Director
 b) *Assistant* Assistant lecturer
 c) Lecturer

Adelheid Bwire Lecturer
 Kenyatta University Lecturer
 Department of Educational Communication and
 Technology,
 P. O. Box 43844, *experience at Diploma college level is:*
 NAIROBI.

- a) 1-5 years
 b) 6-10 years
 c) Over 10 years

4. The professional qualification you have attained is:

- a) SI
 b) B. Ed
 c) B.A, B.Sc/PGDE
 d) M.Ed, MA/PGDE
 e) Ph. D
 f) Other specify _____

5. Teaching subjects trained for are:

1. _____
 2. _____

6. How long have you been involved in micro-teaching programme in this college?

- a) Under 2 years
 b) 2 - 5 years
 c) 6 - 10 years
 d) Other, specify _____

INSTRUCTIONS

The questionnaire is divided into three sections. Read it carefully and answer all the questions in the section. Feel free to give the answer you consider appropriate:

SECTION I: GENERAL INFORMATION

Please tick or fill in the given spaces.

1. Your age is:

- a) 25-30 years
- b) 31-35 years
- c) 36-40 years
- d) Over 40 years

2. Your professional status is:

- a) Tutor
- b) Assistant lecturer
- c) Lecturer
- d) Senior Lecturer
- e) Principal Lecturer
- f) Other, specify _____

3. Your teaching experience at Diploma college level is:

- a) 1-5 years
- b) 6-10 years
- c) Over 10 years

4. The professional qualification you have attained is:

- a) S1
- b) B. Ed
- c) B.A, B.Sc/PGDE
- d) M.Ed, MA/PGDE
- e) Ph. D
- f) Other specify _____

5. Teaching subjects trained for are:

1. _____
2. _____

6. How long have you been involved in micro-teaching programmes in this college?

- a) Under 2 years
- b) 2 - 5 years
- c) 6 - 10 years
- d) Other, specify _____

SECTION II: INFORMATION ON MICRO-TEACHING

React to the following statements by grading them on a five-point scale, the extent of agreement, disagreement or uncertainty.

Key:

Strongly Agree	SA
Agree	A
Undecided	U
Disagree	D
Strongly Disagree	SD

Please do not circle more than one letter(s) for each statement. For example:

I find micro-teaching very practical: SA (A) U D SD

1. I get a greater understanding of the teaching process as a complex, challenging profession through micro-teaching. SA A U D SD
2. I feel that micro-teaching skills are not very relevant to the teaching of English. SA A U D SD
3. Micro-teaching makes me have greater concern for self-improvement and evaluation. SA A U D SD
4. Micro-teaching makes me more aware of individual differences among my student teachers. SA A U D SD
5. Micro-teaching is an unnecessary practice in teacher education. SA A U D SD
6. I always give comments on a student-teacher's micro-teaching practice. SA A U D SD
7. This college does not have enough facilities and manpower for micro-teaching practice. SA A U D SD
8. The student-teachers acting as peers are not cooperative during micro-lessons. SA A U D SD
9. I find it useful and educative to demonstrate a lesson before my student-teachers SA A U D SD
10. My student-teachers give thorough and constructive criticism to their peers during the micro-lessons. SA A U D SD
11. The time allocated to the micro-teaching programme in this college is not sufficient. SA A U D SD
12. Micro-teaching cannot produce a good teacher especially for Teaching Practice because of lack of a real situation. SA A U D SD

SECTION III MORE INFORMATION ON MICRO-TEACHING

Please fill in the blank spaces.

1. How many micro-teaching sessions do you have per week per group?

2. How long does a micro-lesson last in your college?
 - a) 3-5 minutes
 - b) 6-10 minutes
 - c) 11-15 minutes
 - d) Over 15 minutes

3. The number of micro-teaching 'pupils' in each group is
 - a) 5 - 8
 - b) 9-12
 - c) 13-16
 - d) Over 16

4. Explain briefly the difficulties that you face in helping student-teachers develop interest in skills in micro-teaching.
 - a) _____
 - b) _____
 - c) _____

5. Suggest ways in which the difficulties mentioned above could be solved.
 - a) _____
 - b) _____
 - c) _____

6. What feedback techniques do you use?
 - a) Video and/or audio playback
 - b) Supervisor's comments
 - c) Peers' comments

7. Do you feel that the numbers of the student-teachers are too big to enable you to teach micro-teaching effectively?
Yes () No ()

8. What would you say about micro-teaching in your college?
 - a) Not useful
 - b) Make it more relevant to specific subjects
 - c) Identify its role in actual teaching situations in the classroom.

9. One of the aims of micro-teaching is to provide a bond of relevance between theory and practice. In your opinion, is this objective being fulfilled through micro-teaching in this college.

Yes ()

No ()

Please explain _____

10. In your opinion, how would you rate micro-teaching as part of teacher training in terms of preparing trainees for Teaching Practice as compared to other courses in teacher education?

a) Most effective ()

b) Effective ()

c) Just useful ()

d) Mediocre ()

11. Below are some of the micro-teaching skills. In the brackets provided write numbers 1-9 etc in order showing which skills your trainees prefer to use most of the time.

a) Lecturing ()

b) Stimulus Variation ()

c) Set Induction ()

d) Higher-Order Questions ()

e) Probing questions ()

f) Use of examples ()

g) Reinforcement ()

h) Small group work ()

i) Any other, specify _____

12. Suggest any other micro-teaching skills apart from the above that you think should be included in training teachers of English.

1. _____

2. _____

3. _____

THANK YOU VERY MUCH FOR YOUR COOPERATION.

INSTRUCTIONS

APPENDIX D

QUESTIONNAIRE FOR THE HEAD OF THE ENGLISH DEPARTMENT

Dear Sir/Madam,

SECTION: GENERAL INFORMATION

This questionnaire is intended to collect information about micro-teaching in three Diploma Teachers' Colleges in Kenya. The information you will provide will only be used for statistical purposes and not to evaluate you as an individual. Do not therefore write your name or name of college on this questionnaire. Your cooperation in completing this questionnaire will contribute to the success of this study and will be highly appreciated.

Yours faithfully,

Amhonia

Adelheid Bwire
 Kenyatta University
 Department of Educational Communication and
 Technology,
 P. O. BOX 43844,
 NAIROBI.

1. The number of second year student-teachers in the English Department in this college is _____

2. The number of English lecturers involved in micro-teaching in your department is _____

3. The available facilities and staff for micro-teaching in your department are:

- | | | |
|----|--------------------------------|-----|
| a) | appropriate and sufficient | () |
| b) | appropriate but insufficient | () |
| c) | insufficient but inappropriate | () |
| d) | insufficient and inappropriate | () |
| e) | Not certain | () |

4. In your opinion, is the time allocated to the subject for micro-teaching in your college adequate?

Yes ()

No ()

If no, suggest the time you consider adequate

INSTRUCTIONS

Read both sections of this questionnaire and answer all questions in each. Feel free to give the answer you consider appropriate.

SECTION I: GENERAL INFORMATION

1. Your age is:
 - a) 25 - 30 years
 - b) 31 - 35 years
 - c) 36 - 40 years
 - d) About 40 years
2. Your experience as a teacher trainer is _____ years
3. Your experience as the Head of the English department in this college is _____ years

SECTION II INFORMATION ON MICRO-TEACHING

Fill in or tick (✓) in the blank spaces/brackets provided.

1. The number of second year student-teachers in the English Department in this college is _____
2. The number of English lecturers involved in micro-teaching in your department is _____
3. The available facilities and staff for micro-teaching in your department are:
 - a) appropriate and sufficient
 - b) appropriate but insufficient
 - c) Sufficient but inappropriate
 - d) Insufficient and inappropriate
 - e) Not certain
4. In your opinion, is the time allocated to the micro-teaching programme in your college adequate?

Yes No

If no, suggest the time you consider adequate. _____

5. Indicate by ticking which ones of the following micro-teaching skills you consider to be most appropriate for the teaching of English.

- INTERVIEW SCHEDULE FOR LECTURERS OF ENGLISH
- a) Stimulus Variation ()
- b) Set- Induction ()
- c) Reinforcement ()
- d) Higher-order questions ()
- e) Probing questions ()
- f) Small group work ()
- g) Lecturing ()
- h) Use of examples ()
- i) Any other, specify _____

6. Suggest some skills apart from the above that you think should be included in micro-teaching especially for the teaching of English.

1. _____
2. _____
3. _____

7. Are there any problems reported to you by the lecturers in your department regarding micro-teaching procedures for example; on modelling; feedback procedures; student teachers' reactions and supervision)?

Yes () No ()

If any, please explain _____

THANK YOU VERY MUCH FOR YOUR COOPERATION

6. How far do you think the micro-teaching skills are useful in the teaching of English?
- _____
- _____
7. If you have personally played the role of a model, please describe your experience, whether it is most useful to you here or elsewhere?
- _____
- _____
8. Generally, what problems do you face in trying to implement the micro-teaching programmes in this college?
- _____
- _____

APPENDIX EINTERVIEW SCHEDULE FOR LECTURERS OF ENGLISH DEPARTMENTS.

1. Do you find the student-teachers' criticism during micro-teaching sessions useful?

2. What is your opinion about the use of peers rather than school pupils in micro-teaching?

3. If this situation was to be changed, what would be your recommendations ?

4. The Stanford Model of micro-teaching suggested 5 - 10 minutes for one trainee to practise in a micro-lesson. In your view, is this time appropriate. ?

5. Of the micro-teaching skills, which ones do you find most relevant to the teaching of English? Please explain.

6. How far do you think the micro-teaching skills are useful in the training of teachers of English.

7. If you have personally played the role of a model, please comment from your experience, whether it is more useful to use live or recorded models.

8. Generally, what problems do you face in trying to implement the micro-teaching programmes in this college?

9. Has any follow up been made to find out whether the micro-teaching was effective before and after TTT? Please Explain.

APPENDIX FINTERVIEW SCHEDULE FOR THE HEADS OF THE ENGLISH DEPARTMENTS.

1. Are the facilities and personnel in this college adequate and appropriate for micro-teaching practice ? Please explain.

2. What problems (if any) are you experiencing in implementing the micro-teaching programme within the English department?

3. Suggest some solutions to the problems you have mentioned.

4. Does your department base micro-teaching on specific skills for the teaching of English? Please explain

5. Have there been any reported cases of difficulty in using the micro-teaching skills in real classroom setting especially on Teaching Practice? If yes, please explain.

6. Do the student-teachers find the critique sessions of micro-teaching useful, from your experience?

7. Is micro-teaching examinable in this college? Please explain

8. What do you consider to be the successes and failures of micro-teaching in this college?

9. Has any follow up been made to find out student-teachers reactions to micro-teaching before and after TP? Please Explain

10. What would you say are the practical roles of micro-teaching in the improvement of secondary school teacher education?

INTERVIEW SCHEDULE FOR THE HEAD OF THE DEPARTMENT OF EDUCATION

 1. For how long have you been the head of the department in this college? _____

11. Any other comments related to the micro-teaching programme?

2. What is the number of pupils in a micro-teaching class in your college? _____
 In your opinion, do you think this is appropriate?
 Please explain or recommend.

3. What is the length of time recommended by your department for each lesson? _____
 Do you think this is appropriate? _____
 Please explain.

4. Which micro-teaching skills are taught and practised on in this college?
 _____ Please explain.

5. Are the facilities and personnel in this college adequate and appropriate for micro-teaching practice?

6. Is micro-teaching examinable in this college?
 Please explain.

7. What would you comment about the preparation given to the micro-teaching supervisors to handle this programme?

8. What problems (if any) have been reported to you by the micro-teaching supervisors about micro-teaching?

9. What plans do you have for improving micro-teaching in this college?

10. What do you consider to be the successes and failures of micro-teaching in this college?

APPENDIX GINTERVIEW SCHEDULE FOR THE HEAD OF THE EDUCATION DEPARTMENT

1. For how long have you been the head of this department in this college? _____ years.

2. What is the number of pupils in a micro-teaching class in your college?

In your opinion, do you think this is appropriate?

Please explain or recommend.

3. What is the length of time recommended by your department for each micro-lesson? _____

Do you think this is appropriate? _____

Please explain,

4. Which micro-teaching skills are taught and practised on in this college?

_____ Please explain.

5. Are the facilities and personnel in this college adequate and appropriate for micro-teaching practice?

6. Is micro-teaching examinable in this college?

Please explain.

7. What would you comment about the preparation given to the micro-teaching supervisors to handle this programme?

8. What problems (if any) have been reported to you by the various departments about micro-teaching?

9. What plans do you have for improving micro-teaching in this college?

10. What do you consider to be the successes and failures of micro-teaching in this college?

11. Has any follow up been made to find out student-teachers' reactions to micro-teaching before and after TP?
Please explain.

12. What would you say are the practical roles of micro-teaching in the improvement of secondary school teacher education and the teaching profession as a whole?

1. What is the number of micro-teaching pupils per day?
2. What is the length of the micro-lesson? _____
3. What is the length of the critique session? _____
4. Are teachers/supervisor present during the micro-teaching? _____
5. What feedback procedures are used?

- a) tv playback
- b) audio playback
- c) peer and teacher's comments
- d) STLAG

6. What skills were practised?
 - a) Stimulus Variation
 - b) Set-Induction
 - c) Reinforcement
 - d) Lecture
 - e) Probing questions
 - f) Higher-order questions
 - g) Use of examples
 - h) Any others _____

7. Which topical has the student-teacher taught using the micro-teaching method?

8. Are there any problems experienced by the student-teachers during micro-teaching?
Yes () No ()

Explanation _____

9. Are the peers cooperative during the micro-lesson?
Yes () No ()

10. Comments about feedback procedures

APPENDIX HOBSERVATION GUIDE FOR MICRO-TEACHING/PEER-TEACHING

Name of college: _____ Date: _____

Term: _____ Year of study: _____

Sex of student-teacher: _____

1. What is the number of micro-teaching ` pupils' per group? _____
2. What is the length of the micro-lesson? _____ minutes
3. What is the length of the critique session? _____ minutes
4. Is a lecturer/supervisor present during the micro-teaching session? _____
5. What feedback procedures are used ?
 - a) audio playback ()
 - b) video playback ()
 - c) peers' and lecturers' comments ()
 - d) STLAG ()
6. What skill(s) is/are practised?
 - a) Stimulus Variation ()
 - b) Set - Induction ()
 - c) Reinforcement ()
 - d) Lecture ()
 - e) Probing questions ()
 - f) Higher-order questions ()
 - g) Use of examples ()
 - i) Any others, _____

7. Which topic(s) has the student-teacher taught using the mentioned skill(s)

8. Are there any problems experienced by the student-teacher while micro-teaching?
Yes () No ()
Explanation _____
9. Are the peers cooperative during the micro-lesson?
Yes () No ()
10. Comments about feedback procedures

