ONLINE MICRO TEACHING: A STUDY ON TESL TRAINEE TEACHERS

Norshilawani binti Shahidan
Suhana binti Mohamed Lip
Natasha binti Ariffin
Suziana Hanini binti Sulaiman
Shazarina binti Zdainal Abidin

norshilawani@kuis.edu.my

Kolej Universiti Islam Antarabangsa Selangor, KUIS

ABSTRACT

Numerous research has been conducted in figuring out the issues related to trainee teachers and these include their experience in conducting micro teaching sessions. However, due to the current situation of COVID-19, micro teaching sessions that were used to be conducted in face-to-face mode, have to be conducted online. Due to that, this study will be conducted in investigating TESL trainee teachers experience in conducting online micro teaching. The objectives of this research is to find out the attitude of TESL trainee teachers towards the implementation of online micro teaching and also to investigate the challenges faced by them in conducting online micro teaching for the assessment of their teaching courses. The respondents that will be involved in this study are 64 students of Teaching English as A Second Language (TESL) programs from Kolej Universiti Islam Antarabangsa Selangor (KUIS). Data will be collected through distribution of questionnaires. This study is proposed as an attempt to investigate the issue of online micro teaching in Malaysian context which is hoped will lead to the improvement of the quality of TESL trainee teachers.

Keywords: online micro teaching, TESL trainee teachers, attitude, challenges

1.0 INTRODUCTION

Education field is one of the fields that has undergone many changes. This is due to the fact that it is a field that needs continuous development in coping up with the changes that happen around the world. Changes is needed in producing educated generations that are well-equipped with the knowledge and skills needed and expected in that particular era. Along this process, teachers play important roles as they are the agents who hold the responsibilities to mold and educate the students. Teachers are the individuals that are able to impart the knowledge to the students and at the same time, motivate the students to learn. Other than their important roles, teaching practices are overwhelmingly based on the teacher's background and experiences (Baca & Cervantes, 1989). Due to this reason, it is very crucial to give emphasis to teacher training as their experience during the training will create a strong basis for the trainee teachers to prepare themselves to be in the real setting later.

In fulfilling the hope of the nation in producing high quality education by having qualified teachers, emphasis must be placed on one of the most important practices in teacher training which is teaching practice courses. Teaching practice courses are the courses that

introduce the trainee teachers to teaching the skills in the language. In Teaching English as a Second Language Course (TESL), for example, the trainee teachers will be introduced to teaching subjects related to all the four skills in English; reading, writing, listening and speaking, as well as grammar. In the courses, the trainee teachers are not just being exposed to the theories, but also the application of the theories in teaching and learning process. In providing the opportunities to apply their knowledge, the trainee teachers will be experiencing simulated teaching session in a session called as micro teaching which enable the trainee teacher to apply the theoretical knowledge according to the language skills. However, due to the current situation of COVID-19, micro teaching sessions that were used to be conducted in face-to-face mode, have to be conducted online. Thus, this research is proposed to look into the issue of online macro teaching among TESL trainee teachers in KUIS.

2.0 STATEMENT OF THE PROBLEM

Micro teaching is a simulated teaching session conducted as one of the assessments in teaching courses. As the recent situation of the pandemic of COVID-19, as instructed by the government, all higher learning institutions had to only allow limited number of students to be in the campus. Due to that, most of the students; including the trainee teachers, needed to experience online learning. As this was the method of learning, all of the assessments also needed to be conducted online. As a result, the trainee teachers had to conduct online micro teaching sessions. The main purpose of micro teaching is to provide the trainee teachers the opportunities to apply the acquired theoretical knowledge in the real environment (Göçer, 2016). By conducting the micro teaching session online, the trainee teachers would not have the opportunity to experience the real classroom environment. This is particularly on the application of non-verbal communication which include the movement in the class, eye contact with the students and others. The application of non-verbal communication will be limited because the trainee teachers are not facing the students in the real classroom. Micro teaching is also supposed to help the trainee teachers to improve their awareness on the aspect of classroom dynamics and observation skills (Fuson, Kalchman & Bransford, 2005). As the session was conducted online, they do not have the opportunity to experience this. Another issue is in terms of additional skills that are needed to be acquired by the trainee teachers in order for them to conduct the online micro teaching session. This is because the method of online delivery is different from the traditional face-to-face teaching session (Anderson et al., 2011; Fein & Logan, 2003; Juan et al., 2011). When the trainee teachers need to conduct the session online, they need to also be able to have the skill of using the suitable online platform such google meet, zoom or google classroom depending on the platform used by their instructors. In addition to that, they also need to be able to convert their teaching material into suitable form to be presented online. This may add to other existing challenges that they have such as anxiety (Saban & Çokla, 2013) and stage fright (Makafane, 2020) which might further impact the performance of their micro teaching.

Therefore, this study is proposed to investigate on the issue of online micro teaching among TESL trainee teachers in KUIS by looking at their attitude as well as the challenges that they faced while conducting online micro teaching.

3.0 PURPOSE AND OBJECTIVES OF THE STUDY

The main purpose of this research is to investigate on the issue of online micro teaching among TESL trainee teachers in KUIS. Based on this purpose, the following are its objectives:

1. To explore TESL trainee teachers' attitude towards online micro teaching

2. To figure out the challenges faced by TESL trainee teachers' in conducting online micro teaching

4.0 LIMITATION OF THE STUDY

There are few limitations of this study that needed to be mentioned. Firstly, this study will only be conducted on TESL trainee teachers in Kolej Universiti Islam Antarabangsa Selangor. Hence, the responses will only be collected from those who enrolled in the course in the institution. Thus, the data that will be collected cannot be generalized to other contexts and institutions.

5.0 LITERATURE REVIEW

5.1 Microteaching in Teaching Program

Microteaching is a method that has been used since 1960s in teaching and learning environments (Saban & Çokla, 2013). Micro-Teaching is a training program that aims at abridging the intricacies from the real teaching process (Benton-Kupper, 2001). This will help to create novel and diverse opportunities for trainee teachers to the experience of planning and practice as well as applying the theoretical knowledge that they have been exposed to during their university years in the teaching program. This means that the micro teaching session allow the trainee teachers to experience teaching situation which enable them to show their understanding of the theories leant in a practical way, thus relate the theory with practice. In the practice of microteaching, the duration of the lesson is short and the number of the students involved in the session is few (Nesamalar Chitravelu, Saratha Sithamparam,Teh Soo Choon, 2005) as compared to the real classroom. Microteaching consists of a cycle of events that begins with the recording of a teacher candidate's performance of certain micro skills. The recording is then played back to the candidate for evaluative purposes. The candidate is allowed to repeat the performance while incorporating the changes suggested during the evaluation (Quinn, 2000). The stages of micro teaching is presented in Figure 1 below.
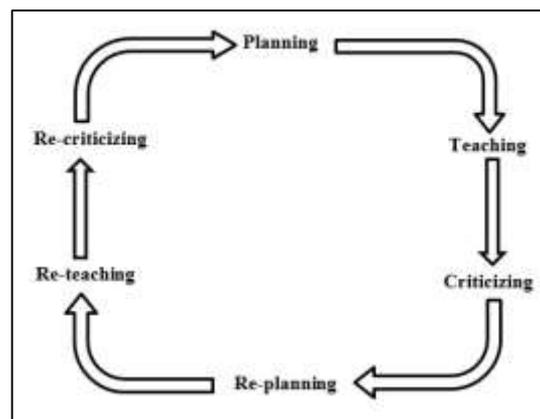

Figure 5.1: Stages of micro teaching (Source: Saban & Çokla, 2013)

As micro teaching sessions allow the trainee teachers to experience the teaching process and apply the theoretical knowledge they possessed, therefore, such an environment is naturally expected to reduce the anxiety levels of the trainees while increasing their self-confidence and motivation to teach (Karışan, 2017) before entering the actual teaching session.

5.2 Attitudes and challenges of Micro Teaching

Some researchers investigated the trainee teachers' opinion towards micro teaching and found positive findings. In a research conducted on third year trainee teachers of English Language Teaching (ELT), it was found that they thought that the practice of micro teaching was impactful for their future teaching profession and the benefits can be seen in the aspect of self-confidence as well as fulfillment (Cebeci, 2016). This shows that the micro teaching sessions that they had to undergo help them to lower their anxiety to teach. A similar finding was found by two researchers from different studies. Ismail (2011) and Elghotmy (2012) found that trainee teachers stated that microteaching was a contributory practice in their professional development by improving their teaching performance. However, a research by Vandana Punia, Priyanka Miglani and Shireesh Pal Singh (2016) found a contrasting result. Based on the survey conducted, it was found that most of the trainee teachers agreed on the negative statement given in the survey and were not satisfied with the micro teaching sessions. Most of them agreed that micro teaching was a disheartening and difficult situation, a difficult component for a trainee teacher, created anxiety due to continuous evaluation, caused criticism by peers and the use of micro-teaching techniques confused the students.

Another topic that has also captured the attention of researchers is the challenges faced by trainee teachers in conducting micro teaching. In a research conducted by Özonur & Kamışlı (2019), it was found that the challenges that the trainee teacher experienced include the fear of making mistake, fear of being criticized, teaching a lesson not in real setting as well as insufficient duration. In addition to the challenges, Makafane (2020) figured out that among the challenges that trainee teachers faced during micro teaching were language, stage fright, interpretation of syllabus, over planning and under planning as well as teaching methods. From the studies, it can be stated that the challenges of micro teaching can either be internal as well as external.

5.3 Challenges of Online Teaching

Since the issue of online micro teaching is still not being given enough attention as this issue has just started during the current pandemic, the research conducted on this issue may not be widely published . Thus**,** in relating to the situation of online teaching, the issue on the challenges faced by teachers in conducting online teaching will also be reviewed. In a research conducted by Fauzi and Khusuma (2020), it was reported that teachers experienced the challenges in the following aspects namely poor facilities, availability of internet connection, expensive internet quota fees, difficulty of giving an objective assessment, preparing teaching materials takes a lot of time, difficulty to measure students' understanding, difficulty teaching in teaching students with low proficiency because many children still cannot read, parents who are less cooperative, difficulty in explaining the material in detail, giving awards is not very memorable and difficulties in conditioning the students. As the experience of conducting face to face classes is different from the classes being conducted online, it may be difficult for the teachers to adapt to the situation therefore lead to the challenges.

6.0 METHODOLOGY

This study will give focus to the issue of online micro teaching of TESL trainee teachers in KUIS. The methodology of this study is quantitative in nature. A primary research will be conducted and original data will be collected. This includes distribution of questionnaires to the trainee teachers. This method will be used to allow first hand data collection which is more reliable.

6.1 Instrumentation

A set of questionnaires will be constructed in investigating the issue of online micro teaching among TESL trainee teachers in KUIS. The questionnaires will be divided into three sections namely demography, attitudes towards online micro teaching and challenges of conducting online micro teaching.

6.3 Respondents

The respondents that will be involved in this study will be 64 trainee teachers from Faculty of Education, KUIS. They will be students from semester 6 and 7 from Bachelor in Education (Hons.) TESL with Multimedia program and semester 5 from Diploma in Teaching (TESL) program. They are chosen as they have experienced online micro teaching while doing assessments in teaching subjects.

6.4 Procedures

The items in the questionnaires will be transferred into google form and will be distributed to the respondents through WhatsApp application. The data that will be obtained from the study will be analysed by using SPSS (Version 20.0). The data will be analysed using descriptive statistics (percentage and frequencies) especially the data related to demography and variables on attitudes and challenges of online micro teaching. Descriptive analysis is a comprehensive data analyzing technique aims at giving early look at respondents' profile based on frequency, percentage, mean and standard deviation. In answering the research questions, mean score interpretation will be done based on the interpretation in Table 1.

Table 6.1 : Mean Score Interpretation

Mean Score	Interpretation
1.00 - 2.00	Low
2.01 - 3.00	Moderately low
3.01 - 4.00	Moderately high
4.01 - 5.00	High

Source : Nunnally (1978), Azhar (2006)

7.0 CONCLUSION

The issue related to teacher training should be given attention. This is because the quality of future teachers depends on the quality of the training that they have to undergo before becoming a teacher. As micro teaching is one of the assessments that they have to experience during their training, it can be regarded as a worthwhile issue to be researched upon. Online micro teaching can be a good option to cope up with the current situation as well as the advancement of technology. However, the attitude towards it and the challenges that will be faced by the trainee teachers need to also be given attention as micro teaching session is supposed to prepare them for a real classroom environment which may be missing if the practice was to be done online.

8.0 REFERENCES

Anderson, D., Imdieke, S., & Standerford, N. S. (2011). Feedback please: Studying self in the online classroom. International Journal of Instruction, 4, 3–15.

Azhar Ahmad. (2006). Strategi Pembelajaran pangaturan kendiri pendidikan Islam dan Penghayatan akhlak pelajar sekolah menengah. Tesis Doktor Falsafah. Fakulti Pendidikan. Bangi.UKM.

Baca, L., & Cervantes, H. T. (1989). The bilingual special education interface. Columbus, OH: Merrill.

Benton-Kupper, J. (2001). The Microteaching Experience: Student Perspectives. Education, 121(4), 830-835.

Elghotmy, H. E. A. (2012). Investigation into the microteaching practices of Egyptian pre-service teachers of English in an EFL teacher preparation programme: Implications for curriculum planning and design. Unpublished doctoral dissertation. The University of Exeter, the UK.

Fauzi, I., & Khusuma, I. (2020). Teachers' Elementary School in Online Learning of COVID-19 Pandemic Condition. Jurnal Iqra': Kajian Ilmu Pendidikan, 5(1). 58-70. https://doi.org/10.25217/ji.v5i1.914

Fein, A. D., & Logan, M. C. (2003). Preparing instructors for online instruction. New Directions for Adult and Continuing Education, 100, 45–55.

Fuson, K. C., Kalchman, M., & Bransford, J. D. (2005). Mathematical Understanding: An Introduction. In M. S. Donovan, & J. Bransford (Eds.), How Students Learn Mathematics in the Classroom (pp. 217-256). Washington DC: National Research Council.

Göçer, A. (2016). Assessment of the Opinions and Practices of Student Teachers on Micro-Teaching as a Teaching Strategy. Acta Didactica Napocensia, 9 (2), 33-46.

Ismail, S. A. (2011). Student teachers' microteaching experiences in a preservice English teacher education program. Journal of Language Teaching and Research, 2(5), 1043-1051.

Juan, A. A., Steegman, C., Huertas, A., Martinez, M. J., & Simosa, J. (2011). Teaching mathematics online in the European area of higher education: An instructor's point of view. International Journal of Mathematical Education in Science and Technology, 42, 141–153.

Karışan, D. (2017). The impact of student centered microteaching practices on preservice science teachers' self-efficacy beliefs. Turkish Journal of Education, 6(4), 186-199.

Makafane, T. D. (2020). Student Teachers Challenges in the Preparation and Implementation of Microteaching: The case of the National University of Lesotho. International Journal of Academic Research in Progressive Education and Development, 9(2), 144 – 157.

Nesamalar Chitravelu, Saratha Sitamparam & Teh Soo Choon. (1995). ELT Methodology: Principles and Practice. Shah Alam: Fajar Bakti.

Nunnally, J. C. (1978). *Psychometric Theory* (2nd ed.). New York: McGraw-Hill.

Özonur, M. & Kamışlı, H. (2019). Evaluation of Pre-service Teachers' Views Related to Microteaching Practice. Universal Journal of Educational Research, 7(5), 1226-1233.

Quinn, F. (2000). Principles and practice of nurse education. Cheltenham: Stanley Thornes.

Saban, A. & Çoklar, A. N. (2013). Pre-Service Teachers' Opinions about the Micro-Teaching Method in Teaching Practise Classes. The Turkish Online Journal of Educational Technology, 12 (2), 234-240.

Vandana Punia, Priyanka Miglani & Shireesh Pal Singh (2016). Perception of Pupil-Teachers' Regarding Micro-Teaching Sessions. World Scientific News, 26, 69-77.