



STUDENT-TEACHER AND STUDENT- STUDENT INTERACTION IN SECOND LANGUAGE TEACHING- LEARNING ENVIRONMENT: A MICRO-TEACHING CASE STUDY

Salwa Al Darwish¹

¹Associate Professor, The State of Kuwait, Public Authority for Applied Education and Training, English Department, Al Safat, Kuwait

ABSTRACT

In this research paper, the author has demonstrated the difference between the traditional ways of teaching English as a foreign language compared to the experimental technique through the use of the action work zones. The experimental stage was carried out during the micro-teaching course and then the student teachers implemented these techniques in their practicum. The participants for this study consisted of 15 student teachers who have recently passed the micro teaching class and 10 traditional teachers. The outcome of this paper shows that the student teachers through the microteaching course developed an ability to transfer not only their knowledge of the subject matter, but also their pedagogical skills in using the whole class presentation followed by group work activities then pair and individual work zones respectively. The finding of this paper testifies that the Kuwaiti Ministry of Education should encourage the proposed model used in the micro teaching and practicum course in which it can take part in student learning process in general and specifically in second language teaching and learning.

Keywords: Micro-teaching, English as a foreign language, Student teacher, Practicum, Traditional teacher, Work zones, Whole class activity, Group work zone, Pair work zone, Individual work zone.

Received: 19 August 2014/ **Revised:** 24 September 2014/ **Accepted:** 20 October 2014/ **Published:** 7 November 2014

Contribution/ Originality

This paper's primary contribution is finding that microteaching is not only valuable for both new and experienced teachers to improve their teaching practices, but also to provide them an opportunity for reinforcing the new information that they learned in the application stage.

1. INTRODUCTION

These days in many parts of the world there is a greater awareness that just because someone is proficient in the skills of the subject to be taught this will not be enough to make them an effective teacher. Second language learners need opportunities for communicative interaction and individual language usage within the classroom which is considered as a highly interactive process, and as a common theme underlying different methods of language teaching (Olivero, 1970). Therefore, a great deal of time in teaching is devoted both to interaction between the teacher and the learners, and the learners themselves. The quality of this interaction is thought to have a considerable influence on learning (Roberts, 1998). Once students start their school year with a certain teacher they start knowing the etiquette of classroom interaction for that teacher. Each teacher establishes her/ his own rules for appropriate classroom behavior. For example, when students wish to ask questions they need to raise their hands, or when they need to answer the teacher's question they stand up to deliver their answer. Students also need to know when they should work individually on a task and when it is appropriate to seek other students' assistance or cooperation. In addition, individual teachers establish their own rules and procedures for class work. Nevertheless, while there is a developing awareness that subject proficiency is not sufficient to ensure effective teaching, there remains an assumption that expertise as a subject teacher is sufficient to be an effective teacher. However, most educators agree that today's schools must be significantly different if they are to be improved (Malderez and Wedell, 2007). They added that to change the performance and behaviors of teachers is considered a vital step hopefully does some changes in the schools. Teachers are there in the classrooms to facilitate students' learning behavior and aid them in surviving with various conditions throughout life. Furthermore, the teacher, too, comes across a number of different conditions and requires a selection of options to assist her/ him in overcoming these conditions. Therefore, micro-teaching is considered a valuable option in assisting the teacher in this situation, as well as, an opportunity to experiment with new teaching techniques.

1.1. Why do we need to Use Micro-Teaching?

Micro-teaching is an actual teaching session simulates a regular classroom instructional period which generally lasts ten to twenty minutes and engages four to six students in one class period, as well as it involves the identification of teaching skills which is in progress under the guidance and supervision of the faculty members (Vare, 1993). There is enough evidence already accumulated to illustrate some of the potential impact of micro-teaching in changing student teacher behaviors. Furthermore, through this micro teaching session the instruction includes the four different elements of the lesson plan which are objectives, content, methodology and evaluation. Also, instead of trying something new with a real class, microteaching can be just as if the student teacher in the process of rehearsal as if he/she is an actor/ actress to master his/ her role and receive feedback on the spot (Kuhn, 1968). One way of thinking about the ultimate goal of micro teaching in second language teaching course is that it enables pupils to know about the language, and to become able to read, write, speak and listen in the foreign language. Therefore, all student teachers need to feel confidence in what they are doing because it has consequences for effectiveness. Feeling knowledgeable can promote that confidence. Also, knowing more

about student teachers' reasons for doing things in classrooms can make them feel more confident. Through micro teaching practices student teachers differ from those expected of the majority of teachers in schools. Because of the scaled-down nature of their task, the student teachers are required to analyze the concept they are choosing to teach, break it up into its component parts, and then choose the most effective methods for achieving their objectives for that lesson. The fact that for each reason for a teacher doing something there are many ways of doing it at any given point in any particular classroom makes this an open skill.

2. RATIONALE

The decision in Kuwait to teach English at the primary level was agreed upon when it was discovered that when students graduated from high school, their standard of English was poor. Four more years, besides the previously taught eight years (middle school for four years and high school for four years), would increase the total exposure to English and would allow schools to offer a more enriched curriculum. From 1993 on, the Ministry of Education of Kuwait introduced English as a compulsory subject in the elementary school curriculum, as well as at the intermediate and high school levels. With this decision, the College of Basic Education (CBE), a college that trains and graduates teachers mainly for primary levels, started to train Kuwaiti teachers to teach English as a foreign language (It should be explained that in Kuwait, elementary school children have a different teacher for each subject, so that teachers specialize in English, Arabic, arithmetic, etc.). After completing the required coursing from the English department at the College of Basic Education (CBE), and before receiving a bachelor degree as an elementary teacher to teach English as a Foreign Language (EFL), the student teacher candidates are required to pass their micro-teaching course and then followed by their practicum course. In these two courses the student teacher must reach an acceptable level of performance, and then become certified to teach (Le Maistre and Paré, 2010). The student teacher by analyzing the various elements can determine which technical skills need attention, and can then strive toward perfection by practicing them. Through microteaching, student teachers can get help to improve both the content and methods of teaching and develop specific teaching skills such as questioning, and the use of the action zones for applications. The student teacher must strive to be more than an information giver, and must encourage the learners to be more than a mere receiver. If micro-teaching is to become a feasible instrument for behavioral change, it must be used as a device to help student teachers followed by teachers develops new instructional approaches. In this paper, the researcher tries to improve teaching methods through using the application zones outside the traditional method. The focus here is on the activities in the application stage where the student teachers through their practicum reinforce the new information in the target language (English) on the elementary students and the way it is carried out. Through the use of microteaching the information that was delivered by the researcher is converted from theoretical knowledge into practical applications during interaction among the learners through the action zones in the practicum period (Mastromarino, 2004).

3. RESEARCH QUESTIONS

Based on the highly focused nature of micro-teaching practice (teach-reteach cycle) and when the student teachers through their practicum meet their own class of thirty students for forty minutes will this have beneficial effects on the learners. As such the research questions for this study are as follows:

1. What type of action zones do elementary English language teachers encourage in learners inside the classrooms?
2. Is the application stage for reinforcing the new information in the second language the same with student teachers and experienced teachers?

3.1. Types of Action Zone

While learners may have individual preferences for the kind of interactional style they favor in the classroom, the interactional dynamics of a classroom are largely a product, of choices the teacher makes about the learning arrangements he or she sets up within a lesson. Most teachers use the following learning arrangements depending on the kind of lesson they are teaching, though teachers use some more frequently than others. There are four ways for teacher- student and student- student interaction which are: whole classroom teaching, group work, pair work, or individual work.

3.1.1. Whole-Class Teaching

Globally, whole-class instructional methods are the most commonly used models in public school teaching, precisely for introducing a new lesson. In whole-class activities the teacher typically begins a lesson by reviewing prerequisite material, then introduces and presents new vocabulary, concepts or skills, then leads the whole class in a recitation or supervised practice and then assigns individual work activities. The teacher through the whole class teaching permits for the information to reach large numbers of students at the same time. On the other hand, the whole-class teaching is dominated by the teacher with little opportunity for active student participation, is intermingled with only a small number of students in the class, and is assumed that all students can proceed at the same pace and as a consequence slower students may be lost, and brighter students may be held back.

3.1.2. Group Work Zone

The use of group work activities is another frequently cited strategy for changing the interactional dynamics of language classrooms. Group work reduces the dominance of the teacher over the class, increases the amount of student participation in the class, and promotes collaboration among learners. However, learners sometimes resist group activities because they prefer to learn from the teacher rather than from another language learner.

3.1.3. Pair Work Zone

To utilize pair work in learning a second language, students can be given the opportunity to draw on their linguistic resources through interaction in a nonthreatening situation and use them to complete different kinds of tasks in which the linguistic and communicative competence are developed. For better interaction in the pair work both students need to have different information that they are required to share in order to solve a problem or complete a task.

3.1.4. Individual Work

This is the second most frequently used teaching pattern in classrooms and it occurs when each student in the class works by herself/ himself on a task without interacting with peers or without interaction with the teacher. The individual work provides learners with the opportunity to progress at their own speed and in their own way, provides learners with opportunities to practice and apply skills they have learned, and enables teachers to assess student progress; however, it provides little opportunity for interaction, both with the teacher and with other students, tough to monitor what students are actually doing during individual work, and may create a classroom management problem when some students complete a task at different times and run out of things to do.

3.2. Application Stage

Teaching is a complex process and learning to teach is even more so. In the microteaching course, the student teachers have a twofold intention. The first one is that students learn while student teacher learns to teach. The student teacher has to develop her/his planning skills, to use and extend his teaching repertoire, to monitor changes in her/his students and to modify her/his behavior accordingly. This is carried out through a well-organized lesson plan in which it is composed of seven components (preparing the learning, performance objectives, materials, methodology, procedures, learner's performance, and the wrap up stage respectively). The application stage which falls in the procedure period will start as soon as the introduction and presentation of the new topic been explained. Then whole class activities will take place followed by group, pair and individual work zones in that order. However, in the traditional classrooms in the Kuwaiti public elementary schools the lesson plan composed of presentation followed by ask and answer and ended by further practices taken from the student's activity book.

4. LITERATURE REVIEW

Microteaching is a concentrated, focused form of peer feedback and discussion that can improve teaching strategies. It was developed in the early and mid-1960's by Dwight Allen and his colleagues at the Stanford Teacher Education Program (Politzer, 1969). Student teachers or interns in the microteaching session can get criticism and comments on precise performance he/ she is fascinated in searching (Vare, 1993). Vare also added through microteaching and practicum courses, student teachers can practice a newly learned technique in isolation rather than working that technique into an entire

lesson as well as it is considered an experiment stage where student teacher or interns can try new teaching technique before applying it to a real classroom and receiving feedback on the spot (Kuhn, 1968). Harold Palmer, the prominent British applied linguist, summarized some general principles of language teaching methodology in the 1920s. These concerns remain useful as a guide to teachers regardless of the method being used: (1) initial preparation (orienting the students towards language learning); (2) habit forming (establishing correct habits); (3) accuracy (avoiding inaccurate language); (4) gradation (each stage prepares the student for the next); (5) proportion (each aspect of language is given emphasis); (6) concreteness (movement from the concrete to the abstract); (7) interest (arousing the student's interest at all times); (8) order of progression (hearing before speaking, and both before writing); (9) multiple lines of approach (using many different ways to teach the language (Richards, 2001).

Therefore, new teachers can gain experiences through mentoring, technology, collaborative leadership, and working within professional organizations (Sterrett and Imig, 2011). Also, Sterrett and Imig (2011) strongly support tutoring new teachers by either an expert teacher or colleague in the areas of classroom management, lesson planning, and covering the curriculum. However, some professionals in the educational field have found that the new teachers to plan and team up with other teachers and professional development is the least need of support during their early years of teaching (Prytula *et al.*, 2010). It is considered really difficult for student teachers to be transferred from student stage to teachers after the teacher preparation program which most of the time is inadequately preparing new teachers to teach with the knowledge, skills, and dispositions requisite to make that transition (Melnick and Meister, 2008). All language classes are unique entities composed of a particular combination of individuals (Senior, 2006). Therefore, when student teachers or teachers start teaching the language, it is not necessary to put pupils into groups for every task and activity. Teachers have to decide whether children will learn best singly, in pairs or in small groups. Ultimately, of course, children have to master things for themselves (Hayes, 2000).

Children learn in a variety of ways, not all of them predictable. However, most lessons should contain a balance of teacher talk, pupil talk, closely directed tasks and open-ended activities, though not necessarily all of these components will be appropriate in every case (Hayes, 2000). Hayes added that to make a mental effort teachers need to stand back and allow children to grapple with problems and difficulties so that they can make sense of things for themselves; as well as, teachers may also have to accept the uncomfortable truth that although teachers are satisfied with their own teaching performance, it does not always mean that children have learned much. On the other hand, the students within cohesive classes respond collectively rather than individually, interact readily with their peers, are quick to follow instructions and engage fully in communicative tasks. They make the teacher's task far easier and more pleasant and provide them with welcome feedback that they are good at their jobs (Senior, 2006). Furthermore, Roberts (1998) and Krashen (1985) have argued that when second language learners interact focusing on meaningful tasks or exchanges of information, then each learner receives comprehensible input from his or her conversational partner that matches the level of the learner's comprehension, and provides the opportunity to develop new structures and conversational patterns

through this process of interaction. Furthermore, Long argues that when the teachers use cautiously designed pair work tasks can help learners obtain “comprehensible input,” that is, language that is at an appropriate level to facilitate acquisition. Hayes added the more exploratory the activities are, the greater amount of time is needed to complete them, and through the pair work zone learners work together to check how well they have understood. The pair work zone is highly productive because it provides the learners with the questions to use with their partners; learners behave sensibly; and they are not humiliated by the process (Hayes, 2000). Moreover, all classes are mixed ability, where you can discover some learners who are at the lower end of the scale, either because they do not possess the ability or because they are unwilling to try. Ranging from whole class to individual working zone it is tempting, but unwise, to give less able pupils dull tasks to keep them busy while the teacher deals with those who ‘really want to learn’ (Malderez and Wedell, 2007). Judging the moment to intervene is crucial to learning. If young learners are left to struggle for too long, they may become restless or disruptive. Failure to intervene may result in a loss of learner motivation with implications for the maintenance of satisfactory class control (Hayes, 2000).

5. METHODOLOGY

This research paper is designed as a qualitative in nature and was carried out during fall semester 2013/2014 in which it focuses on 15 student teachers who have recently finished their microteaching and then followed by their practicum course in spring 2014. The researcher explained to the 15 student teachers in her microteaching course which the student teachers attended on how to teach vocabulary items to elementary students through practicing different techniques and activities starting with whole class teaching followed by group, pair and individual activity zones respectively. The microteaching course is a three-hour long workshop per week for sixteen weeks and composed of an instructor (researcher) and 15 participants. Each participant teaches a 15-minute interactive mini-lesson to the group, which is videotaped by the researcher. Each mini-lesson is followed by a 10-minute reflection period in which the students view their recorded lesson with the researcher while the rest of the group discusses and assembles the feedback to student teacher participant who has just finished with the first demonstration. The student teacher participant then returns for a second time for teaching the same concept. After the second attempt, the researcher and the peer feedback takes place for constructive conversation with the participant focusing on both the teaching strengths and suggestions for improvement.

After the 15 participants (Microteaching Group) passed successfully the microteaching course, they were assigned to five elementary schools within six school districts in Kuwait for their practicum. Every three participants were assigned to the same elementary school to practice the practicum course. It should be mentioned that the public schools in Kuwait are segregated by gender into all-girl and all-boy schools. Only female teachers at the elementary level teach both genders. Children stay in a single homeroom throughout the day (except for recess and for prayers), and separate teachers for each subject come to the classroom. Therefore, material taught in one subject does not carry over to the teaching of other subjects during the course of the day, but on the other hand, all subjects are taught by specialists.

In addition the Kuwaiti Ministry of Education forces down the required curriculum for each subject and grade level in all schools. Furthermore, the children have seven 40-minute class periods over the course of the school day, broken by a 20-minute recess period after the second class, and by a 15-minute prayer period after the fourth class. However, not all academic subjects receive the same amount of time. Only one 40-minute period a day is spent on English. Moreover, public elementary schools in Kuwait have five grades, but this study, for purposes of comparability, focused only on fourth grade English language teachers. In each school, three teachers were appointed by the principal, and three student teachers from the microteaching group. All the teachers in the five elementary schools were teaching the same prescribed curriculum from the same required textbooks.

Each one of the three student teacher taught fourth grade students for twelve weeks. As a nonparticipant observer, the researcher observed each member of the microteaching group in the classroom for 40 minutes a day, twice a week. Thus six observations were made each week for each school. The observations took place during two periods of two weeks each. Both descriptive and reflective field notes were made during these observations (Creswell, 2002). In addition, the researcher obtained permission from the five school principals to attend and observe regular classroom teachers for the same grade level. Moreover, the researcher asked the microteaching group to observe their fellow teachers in the same school who are teaching fourth graders and write their daily dairy. At the end of the two weeks, the researcher had a short exam to see and compare the results of the students.

6. DATA ANALYSIS & DISCUSSION

This qualitative research paper consisted of fifteen student teachers and ten traditional teachers and was guided by three instruments: a nonparticipant observation of classroom teaching for 15 individuals in the microteaching group plus 10 traditional teachers by the researcher; interview with the ten traditional teachers; and a daily dairy written by the student teachers based on their observations to their colleagues and traditional teachers. Through these three instruments for data collection, the researcher began to understand what makes a teacher an “English language teacher,” and the role these teachers play in the development of the English language curriculum. Moreover, in planning, the English teacher should recognize that there are two types of pupils' activities and how it has been reinforced on the learners. The first type is to help the learners understand better what they already know; and the latter to help the learners learn more through what they are doing. Based on the above concepts and the practice in the microteaching course by using the action zones, the lessons were carried out differently.

6.1. The Traditional Teachers

Traditional teaching was carried out by the teacher speaking to the whole class, dictating the pace of the lesson, asking predetermined or spontaneous questions and only allowing interruptions by means of an agreed signal (usually by raising an arm). All ten teachers stimulated the children's interest by using simple visual aids provided by the Kuwaiti Ministry of Education, varying her tone of voice, injecting a touch of suspense from time to time, and maintaining strong eye contact.

In their fourth-grade English language teaching, the teachers explained through the interview that they had no power to develop and implement new strategies for the English curriculum. They acknowledged that these problems were fostered by the officials at the ministry, who discouraged English teachers from exploring or using any materials other than the required textbooks and activity books. They followed the official lesson plans in which students parroted vocabulary items and sentences or questions and answers. The class chorused the sentence and then some teachers went on to practice question-and-answer drills a couple of times with some individuals.

A lot of the fourth grade students couldn't understand vocabulary items and had a puzzled look. The teacher helped these puzzled students by telling them in Arabic what they wanted. The teachers then asked the students to open their books and look at certain page which covered for that period. They went around the class to check if each student had the correct page. The teaching and learning atmosphere died out during interruptions and long pauses. When a student gave a wrong answer, the traditional teacher did not say "no," but made a face to indicate her doubts about the answer, so that the class understood the answer was not correct; then she called on another student. The teachers' manual, by contrast, advises teachers not to indicate that an answer is wrong, but to try to model the correct answer a little later a procedure that sacrifices accuracy to student self-confidence. If active participation is important in learning, then those students not within the teacher's action zone are at a disadvantage. Consequently, during the lesson, the teacher addressed the whole class nineteen times and interacted with only twelve of the twenty-seven learners in a single classroom. It also seems that the teacher overlooked the students sitting in the right and left rows, and had an action zone located in the center of the room. The traditional teachers were too ready to put pupils into groups and give them activities, without spending enough time ensuring that they have grasped the main points of the lesson. The tasks and activities the teacher allocated helped learners to understand and strengthen the things of which they have only a tentative grasp. It is essential to spend time explaining, demonstrating and interacting with pupils, before giving them tasks which help them to gain fuller understanding of the subject matter. Another area was unacceptable during the lesson is when the traditional teachers divided the learners into groups. These learners were sometimes unreceptive and aggressive and they created discipline problems which reacted against teaching and learning and made it difficult for those around them to work or even understand. Moreover, some traditional teachers had a class management problem especially when they had to divide their students in groups because they like to get up and wander around the room when the teachers asked their students to do an assignment. They seem to be more interested in talking than completing their assignments. High quality direct teaching can keep children absorbed for quite a long period of time but should be punctuated by occasional lengthy pauses, penetrating questions and variations in speed of speech. For example, when the traditional teacher was explaining the new vocabulary items, she asked the students to repeat them after her without using any simple explanation for each item. Even though, the teachers believed that reading and writing should be taught along with speaking and listening, they only concentrated on speaking and listening specially in the two days of observation.

6.2. The Student Teachers (Micro-Teaching Group)

The student teachers (Micro-Teaching Group) recognize that in the activity of teaching many things are happening simultaneously, and for each there is more than one way of doing it. Their experience with micro-teaching has affected their concept of supervising colleagues. The major insight that the microteaching group have gained from the micro-teaching experience is that supervision is probably more effective if it is as focused and selective as the micro-teaching experience itself. The microteaching group has been encouraged to limit their comments to their colleagues to one area of concern rather than bombarding them with a full-scale critique of all their weaknesses. By focusing on only one area of concern in any one supervisory conference, the researcher thinks that the individual from the microteaching group does not so readily destroys the other teacher's motivation and that she increases the chance that the teacher will be able to act on her suggestions. Having chosen to teach the idea of point of view (vocabulary associated with nature based on the ministry's curriculum), the microteaching group planned their lesson and then taught it to their students through the practicum course following the researchers required format for lesson planning as it was taught through the microteaching course. The following is the procedure for applying the interaction zones: first, after presenting the new vocabulary and explaining it to the whole class, and for the sake of students' understanding of the new items, the class should be divided into groups to start their first activity. Being a member of a group may give such students a feeling of belonging and a reason to come to school that they did not have before. Groups may also help students to be more successful in school, and thus to enjoy being at school more. By using words of encouragements, groups discuss how they worked together. Then, because sometimes smooth-functioning groups can provide good models for others, the teacher might want to have exemplary groups explain their group process. This might help all groups work together more efficiently. After that, the pair-zone activity starts where the teacher should divide the class into pairs and every pair should work to solve the worksheet given to them by the teacher. After few minutes each pair switch the assigned worksheet with another pair for marking based on the teachers model answer. Finally, the individual work zone where all students get worksheet with some type of exercise about the topic of the day and after they finish they need to switch their papers with another student's paper for marking based on the teacher's model answer. These steps supported the idea and the objectives of the lesson; as well as, reducing the number of students for not comprehending the lesson. Therefore, this procedure, whole-class explanation followed by group activities and then pair and finished by individual, demands careful preparation and organization to smooth the transition from 'whole—class' to 'individual work' respectively. All student teachers divided their students into groups based on academic ability, personality factors, or randomly based on different factors such as: hair color, height, same end of string or same flavor candy. For example, one student teacher divided her class into group of five learners based five colors of straws and then named each group with a word related to nature. Based on observation, teacher developed a new method of group work, where students of the group divided the paragraph by few lines and every individual guessed the possible meanings of required vocabulary word. After finishing all group members discussed about their own findings from the paragraph and checked it as a group. While teachers need to be able to manage their interaction with the

class in a way which allows all students equal opportunities to participate, learners also need to learn how they are expected to interact in the classroom. How well the teacher organizes the lesson, there will always be some pupils who finish in advance of the allocated time, either because they work quickly, the tasks were too easy or they were insufficiently rigorous in approach. Despite the implications in some official documents that lessons can be timed to the minute, the reality is different. The situation for the student teachers was little bit complicated by the fact that some clever children work very slowly or have a low concentration span, whereas less able children may be ultra-determined and compensate for their weaker intellect by total persistence. Furthermore, inactive children were more likely to get into mischief, talk loudly and make a nuisance of themselves. Nevertheless, some student teachers gave early finishers a rewarding task when students deliberately rush their work to get on to the more pleasurable activity. Then again, if the teacher makes the task too tedious, children will be reluctant to finish. Ideally, every activity should incorporate an end task which will allow children to stretch their thinking.

7. CONCLUSION

To improve education in our schools, we must make plans and try new approaches. We are beginning to redefine the roles of both professional and non-professional personnel in our schools. Curriculum writers are beginning to devise materials that are far more relevant to the needs of the culturally divergent youngsters who all too often have been forgotten in our classrooms. Through micro-teaching, these problems are more easily resolved. Teaching requires great personal creativity and flexibility and some would say it amounts to professional artistry. Much of our energies must be devoted toward the development of human relations; therefore, we do believe that by using the potential of micro-teaching to improve the technical skills of the teachers through the use of the action work zones we will be able devote more of our energies toward solving the myriad and complex problems of student's relation to teachers and to fellow students. Teachers should make up their minds whether students are going to work individually, in pairs or in groups during the 'activity' phase of the lesson. If individually, the teacher will need to clarify whether children can consult one another or whether they must work quietly. If in pairs, the teacher must decide beforehand who will work together. If in groups, the teacher should give careful thought to the composition of groups, where they will sit and the various roles they might play (scribe; leader; chair etc.). Whatever decisions about grouping the teacher reaches, it is vital to think about the organizational implications, such as movement around the room, sharing of resources and pupil—pupil interaction. Finally there are some teachers who have as their goal to produce competent communicators in the foreign language, a goal that, in addition, takes account of individual learners and the particular meanings they want to express or understand. Therefore, the researcher was quite concerned about the larger picture of traditional teacher performance compared to the student teacher performance, and the assessment of that performance. At that time the researcher has designed and validated what is now commonly referred to the effectiveness of micro-teaching in the preparation of elementary intern teachers. The results of this investigation indicated some significant differences in teaching skills or competence between the groups. It was concluded that the major contribution of micro-teaching group as compared with traditional teachers was the time saved in teaching activities by

the micro-teaching group, the awareness of all the learners comprehending the lesson in the classroom without any exceptions, and the order in how the action zone was carried out.

Funding: This study received no specific financial support.

Competing Interests: The author declares that there are no conflicts of interests regarding the publication of this paper.

REFERENCES

- Creswell, J., 2002. Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Hayes, D., 2000. The handbook for newly qualified teachers: Meeting the standards in primary and middle schools. UK: David Fulton Publishers Ltd.
- Krashen, S.D., 1985. Principles and practices in second language acquisition. Oxford: Pergamon Press.
- Kuhn, W., 1968. Holding a monitor up to life: Microteaching. Music Educators Journal, 55(4): 49-53.
- Le Maistre, C. and A. Paré, 2010. Whatever it takes: How beginning teachers learn to survive. Teaching and Teacher Education, 26(3): 559-564.
- Malderez, A. and M. Wedell, 2007. Teaching teachers: Processes and practices. London, UK: Continuum International Publishing Group.
- Mastromarino, R., 2004. The use of microteaching in learning the redecision model: A proposal for an observation grid. Transactional Analysis Journal, 34(1): 37-47.
- Melnick, S.A. and D.G. Meister, 2008. A comparison of beginning and experienced teachers, concerns. Education Research Quarterly, 31(3): 39-56.
- Olivero, J.L., 1970. Micro-teaching: Medium for improving instruction. Charles E. Columbus, Ohio. USA: Merrill Publishing Company.
- Politzer, R., 1969. Microteaching: A new approach to teacher training and research. Hispania, 52(2): 244-248.
- Prytula, M.P., L.M. Hellsten and L.J. McIntyre, 2010. Perception of teacher planning time: And epistemological challenge. Current Issues in Education, 14(1): 4-29. Available from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/437>.
- Richards, J.C., 2001. Curriculum development in language teaching. Cambridge: Cambridge University Press.
- Roberts, J., 1998. Language teacher education. London: Arnold.
- Senior, R.M., 2006. The experience of language teaching. UK: Cambridge University Press.
- Sterrett, W.L. and S. Imig, 2011. Thriving as a new teacher in a bad economy. Kappa Delta Pi Record, 47(2): 68-71.
- Vare, J.W., 1993. Co-constructing the zone: A neo-vygotskian view of microteaching. Available from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED360285> [Accessed January 23, 2009].

Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of Education and Practice shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.