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## AVAILABILITY AND UTILIZATION OF MICROTEACHING FACILITIES IN THE TEACHER EDUCATION DIVISION, MOHAMMED GONI COLLEGE OF LEGAL AND ISLAMIC STUDIES, MAIDUGURI

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### Abstract

Micro-teaching is a teacher training technique which helps the teacher-trainee to master the teaching skills. The goal behind conduct of micro-teaching is to facilitate teaching activities for pre-service or prospective teachers. Availability and the degree of utilization of the facilities for effective conduct of micro-teaching has undoubtedly- greater influence on the success of trainees in the teaching profession. However, this paper investigates the resource availability and utilization of Micro-teaching facilities in the Teacher Education Division, Mohammed Goni College of Legal and Islamic Studies, Maiduguri. The research design appropriate for this study is Descriptive Survey and stratified sampling technique was used to select 70 NCE III students (2014/2015 academic session). Checklist and questionnaire were used to obtain data. Data collected from the participants were analyzed using SPSS. The findings of the study demonstrated that microteaching facilities are not adequately available in the division and the level of the utilization of the few available resources is insignificantly poor. Therefore, the researchers recommended that government and the concerned institutions` authorities should provide adequately the facilities for microteaching. The lecturers and educators should be equipped with necessary skills and technological literacy in order to make teaching and learning so smooth and comparable to the 21<sup>st</sup> century in the teacher training centers.

**Keywords:** *Micro-teaching, facilities, availability and utilization.*

### Background to the Study

One of the most important objectives of today's teacher-education system is to equip student teachers with continuous pleasure and skill of learning rather than transferring information to them, and evoke their interests in an ever-changing and developing contemporary world around them. A teacher is someone who does not only acquires some

sort of knowledge but is also capable of teaching it. Therefore, student teachers should gain practical skills such as; classroom management, communication, making lesson plans, creating a state of teaching and learning, evaluating education and students, as well as theoretical knowledge (knowledge of the field). To gain such teaching skills students are provided with practicum, special teaching methods and the skills in the teaching of special subjects. Deniz (2010).

The major goal of a successful teacher-training program is to expose prospective teachers to effective teaching strategies and experiences. The place of microteaching in teacher education programs has been examined for a number of years by researchers in different parts of the globe Sadiq (2011). Nowadays, in many teacher education programs, microteaching is used to expand the scope of student teachers while mastering various teaching skills and teaching experiences; alternatively, it orients them to gain teaching experiences for natural classroom environments (Amobi, 2005).

According to Olatunji and Olatunji (2006:1-2), "Microteaching is a version of real teaching whose duration of teaching, number of students, concepts taught and teaching complexity are all scaled down. It is a prerequisite learning experience that is subordinate to both teaching practice and on-the-field or professional teaching upon certification as a professional teacher. It enables the student in a professional teacher preparation institution to develop new skills and refine old ones. The process permits teachers to improve their teaching performance on graduation from the professional teacher preparation institutions through constant practice of teaching skills.

Fibainmine and Nnenna (2014) quoted: "The term microteaching according to Aggarwal (2004:449) was first coined at Stanford University in 1963 by A.W. Dwight. The reason for this according to Allan & Ryan (1969:2) was because the beginning teachers in the Stanford teacher education program needed a realistic training situation on which to practise before they took on classroom responsibilities.

According to Okorie (1979:34) originally microteaching was designed to provide teachers with a safe setting for the acquisition of the techniques and skills of their profession. It is not only be used for skill training, but also as a method of trying out new curricular materials and instructional techniques.

Wang (2013) "Since its inception in the 1960s, micro-teaching has been used with success for several decades now, as a way to help teachers acquire new skills. It has become an established teacher-training procedure in many universities and school districts." Wing (2013) also quoted: "In the original process, a teacher was asked to prepare a short lesson (usually 15-20 minutes) for a small group of learners who may not have been her own students. This was videotaped, using VHS. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching. They were trying to find out what had worked, which aspects had fallen short, and what needed to be done to enhance their teaching technique. A distinctive aspect of this approach is the opportunity provided for immediate and individual feedback, often augmented by the use of video records. It helps to make a more realistic link between theory and practice, and it allows the process to be repeated to a similar group so that improvements can be discussed and worked on. The process is then repeated and expanded throughout the program, incorporating with it a small teaching unit to provide some feel for continuity. Thus, (Yule *et al.*, 1983) comments that micro-teaching is a successful, analytical milieu because of its precision, its simplicity, its low pressures, low threats, and the fact that it encourages experimentation, can also be easily replicated and is controllable.

Micro-teaching is mainly on the practice of teaching in which a number of learners are involved. The thinking behind it is that a pre-service teacher should be guided to practice with a smaller number which may be gradually increased as his/ her competence increases. The student teacher training procedure is geared towards simplification of the complexities of the regular teaching-learning process. Class size, time, task, and content is scaled down to provide optimal training environments. The supervisor/mentor demonstrates the certain teaching skill to be practiced. This may be live demonstration, or a video presentation of the skill. Then, the group members select a topic and prepare a lesson of 10-15 minutes. The student teacher then has the opportunity to practice and evaluate his/her use of the skills. Practice takes the form of a 10-to-15-minute micro-teaching session in which 10 to 15 student teachers are involved.

Brown (1998) reports how certain aspects of micro-teaching has helped Sri Lanka to address the issue of serious shortages of English teachers where unqualified teachers were put in intensive short term programs and were sent to schools to teach while attending weekend classes. Benton-Kupper (2001) addresses that micro-teaching is a “scaled down teaching encounter in which pre-service teachers demonstrate their ability to perform one of several desirable teacher abilities to a group of 3 to 5 peers during a short period.” It is through micro-teaching that pre-service teachers acquire relevant knowledge, methods and skills for successful experiential teaching. While some strategies and methods have come and gone, incorporating micro-teaching experiences into pre-service teacher education programs is still strong and alive in the 21 Century (Benton-Kupper, 2001). Bell (2007) describes micro-teaching as the common practice of having student teachers in educational method courses “teach” a lesson to their peers in order to gain experience with lesson planning and delivery. He insists that micro-teaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors and practice teaching under controlled conditions.

Sadiq (2011) quoted Kubukcu (2010); Fernandez and Robinson, 2007; Johnson ( 2006) “Within the traditional „theory/practice dichotomy?, there has always been an assumption that student teachers will be able to transfer the pedagogical theories and approaches they learned in universities to their future classes in schools” However, a formal practical training, such as the use of microteaching, may assist in bridging the gap between theory and practice. A microteaching program provides pre-service teacher-trainees with a simulated situation to put the theories that they have learned into practice and to develop confidence and teaching skills while conducting a mini-lesson to their colleagues. Microteaching is also intended to provide teacher trainees with additional practical experience before they start their clinical practice in real classes.

The microteaching model was found to help student teachers learn about and reflect upon different teaching procedures that they have been exposed to in the methods of teaching classes. Some students consider microteaching as „fake teaching? since it does not involve real students in a real teaching situation where a teacher and students interact naturally. Bell (2007) argued that microteaching provides students with valuable teaching experiences and made them aware of the benefits and relationships between theories and practice.

Sadiq also quoted Fernandez, 2010; Putnam & Borko, 2000). That “ Researchers recommend searching for and adopting applications and experiences that provide student teachers with opportunities to be involved in exploring pedagogical experiences, self-reflection and critical analysis of teaching” Grossman and McDonald (2008) indicated that such opportunities allow student teachers to experiment with aspects of practice and then learn from that experience. Microteaching application is considered a suitable approach to meet the above-mentioned recommendations. In the present study, the microteaching application in the two methods of teaching courses was designed to provide students with practical experiences after they had been exposed to different approaches and techniques for teaching ESL classes. It was, therefore, intended to

prepare students for their „practice teaching? in elementary schools. By conducting microteaching, students would try the ideas they learned with their colleagues before they started using them in real classes.

Muhlise (2009) “Microteaching as a professional development tool in teacher training programs provides student teachers with opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques and strategies. Muhlise (2009) also quoted “Two associated components are generally taken into consideration in the implementation of microteaching activities: videotaped micro lessons and feedback with individual watching of the videotaped teaching for the evaluation of teaching performance is a common practice aimed at encouraging the development of self-analysis and reflective practice; the other component in microteaching activities is the requirement of feedback (Miller and Brennan, 1983, Vare, 1994; Metcalf, et al. 1996; Brent, Wheatley and Thomson. 1996, Kponja, 2001). Following the assessment of videotaped practice and feedback, student teachers are encouraged for teaching profession.

Muhlise (2009) also opined that “A micro lesson may create an occasion to view a sample picture of what/how/where/whom you teach and offer opportunities for getting feedback on teaching styles, material evaluation, teaching performance, repertoire improvement, etc. in a constructive manner which is constructed with direct tutor observation of teaching. Moreover, microteaching gives the opportunity of teaching in an instructional setting in which time is limited. Such a limitation directs student teachers to prepare and implement their course subjects in a well organized and fluent way in limited time (Çakir, 2000).

However, availability of micro-teaching facilities and their utilization in training prospective teachers is the concern of this paper.

#### Statement of Problem

The aim of microteaching is to equip and prepare student-teachers to carry out task of teaching professionally. Undoubtedly, the proper utilization of instructional materials including improvised items will enhance the success of student-teachers training. However, it is observed that problems of student-teachers' poor presentation in microteaching and in the real classrooms are increasingly common in our learning institutions. Therefore, there is need to scientifically investigate the availability and utilization of microteaching facilities in teacher training centers.

#### Objectives of the study

The objectives of the study are to determine:

1. Availability of micro-teaching facilities in the Teacher Education Division, Mohammed Goni College of Legal and Islamic Studies, Maiduguri.
2. Degree of utilization of micro-teaching facilities in the Teacher Education Division, Mohammed Goni College of Legal and Islamic Studies, Maiduguri.

#### Methodology

The research design selected to conduct this study is Descriptive survey. Checklist and questionnaires were used to collect data on availability and utilization of the micro-teaching facilities in the Teacher Education Division. Total number of 70 NCE III students (2014/2015 academic session) out of total population of 142 was chosen using stratified sampling technique. Data collected from the respondents were analyzed using SPSS.

Summary of the Results  
Frequency Table

Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 and less	31	42.5	44.3	44.3
	26-29	35	47.9	50.0	94.3
	30-35	4	5.5	5.7	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	18	24.7	25.7	25.7
	Male	52	71.2	74.3	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

availability of overhead protector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inadequate	35	47.9	50.0	50.0
	non available	35	47.9	50.0	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Availability of Video Conferencing System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inadequate	33	45.2	47.1	47.1
	non available	37	50.7	52.9	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Availability of Photocamera

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	7	9.6	10.0	10.0
	Inadequate	20	27.4	28.6	38.6
	non available	43	58.9	61.4	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Availability of Interactive White Boards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	14	19.2	20.0	20.0
	Inadequate	41	56.2	58.6	78.6
	Available	8	11.0	11.4	90.0
	non available	7	9.6	10.0	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Level of Availability of Filmstrips

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	24	32.9	34.3	34.3
	Inadequate	21	28.8	30.0	64.3
	Available	2	2.7	2.9	67.1
	non available	23	31.5	32.9	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Level of Availability of Motion Pictures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	16	21.9	22.9	22.9
	Inadequate	32	43.8	45.7	68.6
	Available	11	15.1	15.7	84.3
	non available	11	15.1	15.7	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Did You use Video Recorder During Your Microteaching Lesson?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	52.1	54.3	54.3
	No	32	43.8	45.7	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Did You use Magnetic Board in the Course of Microteaching Lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	30.1	31.4	31.4
	No	48	65.8	68.6	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Have used Flash Cards in Your Microteaching Session?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	61.6	64.3	64.3
	No	25	34.2	35.7	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Do Your Teachers Videotape Your Microteaching Lesson?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	58.9	61.4	61.4
	No	27	37.0	38.6	100.0
	Total	70	95.9	100.0	
Missing	System	3	4.1		
Total		73	100.0		

Was the Time Allocated to You to Take Microteaching Lesson Enough for You to use Available Aides?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	41.1	52.6	52.6
	No	26	35.6	45.6	98.2
	19	1	1.4	1.8	100.0
	Total	57	78.1	100.0	
Missing	not sure	13	17.8		
	System	3	4.1		
Total	Total	16	21.9		
Total		73	100.0		

### Did You use Posters in Your Microteaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	52.1	57.6	57.6
	No	28	38.4	42.4	100.0
	Total	66	90.4	100.0	
Missing	not sure	4	5.5		
	System	3	4.1		
Total		73	100.0		

#### Conclusion

This paper investigated the resource availability and utilization of microteaching facilities in Teacher Education Division of Mohammed Goni College of Legal and Islamic Studies, Maiduguri. Descriptive Survey research designed was used. 70 NCE III students (2014/2015 academic session) were selected. Two research instruments were used to collect data i.e checklist and questionnaire. The findings of the study demonstrated that microteaching facilities are not adequately available in the division and the level of the utilization of the few available resources is insignificantly poor. The literature reviewed for this study emphasized that use of microteaching to prepare prospective teachers is unarguably beneficial and useful to the improvement of the standard of education. Teachers that are well trained during pre-service teach well in real classrooms and therefore produce well learned students than their counterparts.

#### Recommendations

Based on the findings of this study, the researchers recommend that:

1. Government and the teacher education centers` authorities should provide adequate gadgets to facilitate teaching activities during pre-service training to student-teachers.
2. Lecturers and educators should be equipped with necessary skills and technological literacy in order to make teaching and learning so smooth and comparable to the 21<sup>st</sup> century in the teacher training centers.
3. The goals of teacher training policy should be well translated by carefully addressing faults in teacher education institutions and proper supervision should also be carried out.
4. Enough funds should be provided to enhance teacher education centers. And students should be allowed to access resources and facilities in due cause.

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