



Faculty of Education at Qena
Department of Curricula & Instruction



Lectures in Microteaching

For

Second Year - Science Students

English program

Lecturer

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 فيديو للمشاهدة.

 نص للقراءة والدراسة.

 رابط خارجي.

 أسئلة للتفكير والتقييم الذاتي.

 أنشطة ومهام.

 تواصل عبر مؤتمر الفيديو.

Table of Content

Chapter	Page.
Chapter I: What is the meaning of Microteaching?.....	5
Chapter II: Skills of Microteaching: Planning for Teaching and Learning Objectives.....	32
Chapter III: Skills of Microteaching: Warm-up.....	57
Chapter V: Stimulus Variation Skill of Teaching.....	63
Chapter VI: Reinforcement Skill.....	79
Chapter VII: Questioning Skill.....	89
Chapter VIII: Evaluation Skill.....	112
References:	122

Chapter I

What is the meaning of Microteaching?

OBJECTIVES:

After going through this chapter you will be able to :

- Understand the teaching skill.
- Understand the concept of Micro-teaching.
- Understand the principles underlying Micro-teaching
- Analyze the complex process of teaching into essential Micro-teaching skills.
- Understand the procedure of Micro-teaching for developing teaching skills.

Introduction

Micro-teaching is one of the most recent innovations in teacher training program. It aims at modifying teacher's behavior according to the specified objectives. It was first introduced at the Stanford University in 1961. It is a training procedure aiming at simplifying the complexities of the regular teaching process. In a micro-teaching procedure, the trainee is engaged in a scaled down teaching situation. It is scaled down in terms of class size, class time and teaching task.

A teacher can use several techniques and procedures to bring about effective learning on the part of his students. These activities include introducing the lesson, demonstration, explaining or questioning. These activities are called teaching skills. Micro-teaching allows practicing any skill independently and integrating it with other skills in familiar environment.



What is teaching?

Give your own definition in the space provided

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You might have defined teaching as one of the following :

- Teaching as the transfer of knowledge from teacher to pupils.
- Teaching as the facilitation of the pupils by the teacher in the art of learning.
- Teaching as a social act of influencing pupils by the teacher.
- Teaching as doing anything that might lead to learning

Definitions of Teaching:

In education, **teaching** is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. It can be defined as “preplanned behaviors informed by learning principles and child development theory which directs and guides instruction to ensure

desired students outcomes. Teaching also is “the job or profession of a teacher”.

In other words, Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable. It involves a teacher, a learner, content in form of knowledge facts information and skill to be imparted a deliberate intention on the part of the learners to learn, and finally a method that respects the learners’ cognitive integrity and freedom of choice.

Teaching can be generally defined as: **the interactive process involving classroom talk which takes place between teachers and pupils during certain definable activities.**



What is Micro-teaching?

Can you guess what it can be? Attempt to give your own concept of Micro-teaching:

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Let us discuss:

CONCEPT OF MICRO-TEACHING:

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. Micro-teaching is a new approach in teacher education. Now it has become the part and parcel of teacher education programs relating to teacher training. It requires the teacher trainee to:

1. Teach a single concept of content
2. Use a specified teaching skill
3. For a short time
4. To a very small member of pupils

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

Microteaching is also defined as:

- 1- Micro-teaching is a scaled down teaching encounter, in class size and class time. (Allen D.W.)
- 2- Micro-teaching is a system of controlled practice that makes it possible to concentrate on specific teaching skills and to practice teaching under controlled conditions. (Allen & Eve).

- 3- Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time. (B.K.Passi & Lalitha M.S.).

Phases of Micro-teaching:

There are three phases of the Micro-teaching:

1. Knowledge Acquisition Phase.
2. Skill Acquisition Phase.
3. Transfer Phase of Micro-teaching

1- Knowledge Acquisition Phase:

In this phase the teacher trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. He learns about the purpose of the skill and the condition under which it proves useful in the teaching learning process. His/Her analysis of the skill into components leading to various types of behaviors which is to be practiced. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. He discusses and clarifies each and every aspect of the skill.

This phase envisages the following steps:

1. Orientation to micro teaching.
2. Discussion of teaching skills with their components and teaching behavior.

3. Presentation of modern demonstration lesson by the teacher educator.
4. Observation of the model lesson and criticism by the teacher trainee.

2- Skill Acquisition Phase:

On the basis of the demonstration presented by the expert, the teacher trainee plans a micro-lesson, lesson for practicing the demonstrated skill. He practices the teaching skill through the Micro-teaching cycle and continues his efforts till he attains mastery level. The feed-back component of micro-teaching contributes significantly towards the mastery level acquisition of the skill. On the basis of the performance of teacher trainee in teaching, the feedback is provided for the purpose of change in behavior of the teacher trainee in the desired direction. The main objective of this phase is to enable the teacher trainee to practice the teaching skill following micro teaching cycle.

The steps are:

1. Preparation of micro- lesson plan for the related teaching skill.
2. Creating microteaching settings.
3. Practice of teaching skill.
4. Feedback.
5. Re-planning.
6. Re-teaching.
7. Repetition of the micro teaching cycle.

3- Transfer Phase of Micro-teaching:

After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching is done during this transfer phase. The main objective of this phase is to enable the teacher trainee to integrate the teaching skill in real or normal class room situation. Integration of teaching skill may be defined as process of selections organization and utilization of different teaching skills to form an effective pattern for realizing the specified instructional objectives in a teaching learning situation.

Steps of Micro-teaching:

The Micro-teaching program involves the following steps:

1. Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.
2. The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.
3. The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.
4. The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

5. On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.
6. In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.
7. The revised lesson is taught to another comparable group of pupils.
8. The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.
9. The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Steps can be also as follows:

1. Orientation of the student teachers:

It involves providing necessary information and theoretical background about micro teaching on the following aspects:

- a. Concept of micro teaching.
- b. Significance of using micro teaching.
- c. Procedures of micro teaching
- d. Requirements and setting for adopting micro teaching technique.

2. Discussion of teaching skills:

In this step the concept of teaching skill is clarified to the teacher trainee. He develops knowledge and understanding about:

- a. Analysis of teaching into different component teaching skills.
 - b. Significance of these skills in classroom teaching.
 - c. Component teaching behaviors of different teaching skills.
3. Selection of a particular teaching skill:
The teacher trainee selects a particular teaching skill for practice.
4. Presentation of a model demonstration lesson:
A demonstration lesson in that particular teaching skill is presented before the teacher trainee. This stage is known as modeling. Demonstration can be given in a number of ways.
- a. By exhibiting a film or a video tape.
 - b. By making them to listen an audiotape.
 - c. By arranging a demonstration lesson from a live model or by the teacher educator or some expert.
 - d. By providing written material such as hand book, guide etc.
5. Observation of the model lesson and criticism:
An observation schedule is designed for the observation of the lesson and is distributed to the teacher trainee. A critical appraisal of the model lesson is made by the student teachers on the basis of the observation and analysis.
6. Preparation of micro lesson plan:
For practicing the demonstrated teaching skill the student teacher prepares a micro lesson plan. For this he may take guidance and help from the teacher educator, books etc.
7. Creation of micro-teaching setting:

The Indian model of micro-teaching developed by NCERT gives the following setting.

- A. No. of pupils - 5-10
- B. Type of pupils - real pupils or preferably peers
- C. Type of supervisors - teacher educators or peers.
- D. Time duration for micro-teaching lesson –6 minutes
- E. Time duration for micro-teaching cycle – 36 minutes

This duration is divided as:

- ❖ Teaching – 6 minutes
- ❖ Feedback - 6 minutes
- ❖ Re-plan – 12 minutes
- ❖ Re-teach – 6 minutes
- ❖ Re-feedback –6 minutes

8. Practice of the Skill:

Under this step the student teacher teaches a micro-lesson to a micro-class. This lesson is observed by the teacher educator and the peer group with the help of the appropriate observation schedule. The lesson can be recorded using an audiotape or video tape.

9. Feedback:

Immediate feedback is given by the teacher educator and the peer group.

10.Re-planning:

On the basis of the feedback the student teacher re-plans the lesson. He is given 12 minutes for this purpose.

11.Re-teaching.

12.Re-feedback.

13.Repetition of the micro-teaching cycle.

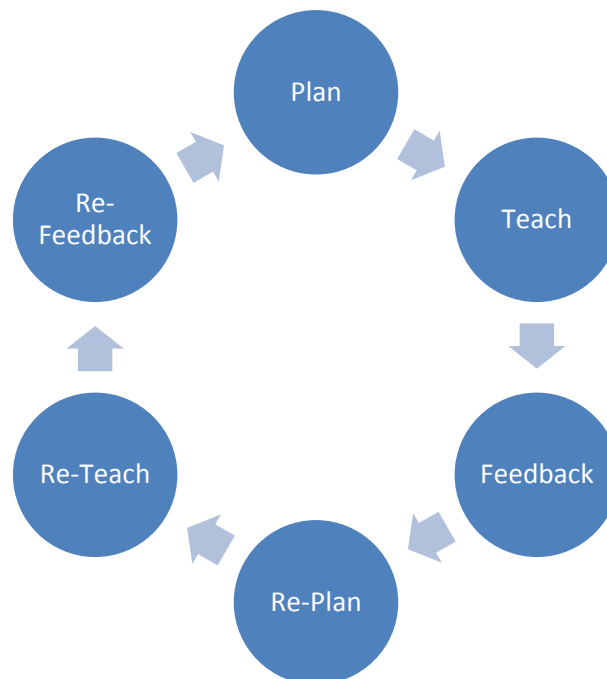
14.Integration of the skills.

Micro Teaching cycle

The six steps generally involved in micro-teaching cycle are

1. Plan,
2. Teach,
3. Feedback,
4. Re-plan,
5. Reteach,
6. Re-feedback.

There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:



Diagrammatic representation of a Micro-teaching Cycle:

Activity: Can you define the terms Plan, Teach, Feed-back, Re-plan, Re-teach, Re-feedback?



Give your own definition of the terms in the space provided :

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You are right. Your definitions are similar to the following:

- Plan : This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.
- Teach: This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the

- courage and confidence to handle the situation arising in the class effectively.
- **Feedback:** This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.
 - **Re-plan:** The teacher trainee replans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.
 - **Re-teach:** This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.
 - **Re-feedback:** This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

The components of the microteaching cycle are shown in Figure. The Microteaching cycle starts with planning. In order to reduce the complexities involved in teaching, the student teacher is asked to plan a "micro lesson" i.e a short lesson for 5-10 minutes which he will teach in front of a "micro class" i.e a group consisting 5-10 students, a supervisor and peers if

necessary. There is scope for projection of model teaching skills if required to help the teacher prepare for his session. The student teacher is asked to teach concentrating one or few of the teaching skills enumerated earlier. His teaching is evaluated by the students, peers and the supervisor using check lists to help them. Video recording can be done if facilities permit. At the end of the 5 or 10 minutes session as planned, the teacher is given a feedback on the deficiencies noticed in his teaching methodology. Feedback can be aided by playing back the video recording. Using the feedback to help himself, the teacher is asked to re-plan his lesson keeping the comments in view and reteach immediately the same lesson to another group. Such repeated cycles of teaching, feedback and re-teaching help the teacher to improve his teaching skills one at a time. Several such sequences can be planned at the departmental level. Colleagues and postgraduate students can act as peer evaluators for this purpose. It is important, however, that the cycle is used purely for helping the teacher and not as a tool for making a value judgment of his teaching capacity by his superiors. Time duration for micro-teaching cycle – 36 minutes. This duration is divided as:

- ❖ Teaching – 6 minutes,
- ❖ Feedback - 6 minutes,
- ❖ Re-plan – 12 minutes,
- ❖ Re-teach – 6 minutes, and
- ❖ Re-feedback –6 minutes.

Principles of Micro teaching:

Microteaching revolves around certain principles to improve its reach in the all-round development of the teachers.

1. One skill at one time:

Skills in microteaching are targeted one at a time. Training on particular skills are given until it is mastered. Once mastered another skill is targeted next. Thus, micro teaching aims for one skill at a time.

2. Small scale content:

Limiting the content gives more freedom and ease to the trainees. Thus, micro teaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content, therefore, it becomes easier for them to conduct their lessons.

3. Practice makes a man perfect:

Mastering skills require practice. While focusing on one skill at a time, micro teaching program also gives an opportunity to practice those skills. Lots of practice can boost the self-confidence and promote in development of teaching skills.

4. Experiments:

Experiments are the key factors in any concept. In micro teaching, many experiments are conducted in order to test the skills of the teachers.

For example, the supervisors conduct experiments where the length of the lessons, time duration, the strength of students in the class etc is changed. These skills are tested under controlled condition.

5. Instantaneous feedbacks:

Micro teaching consists of teacher-pupil and supervisor as students. Once a session ends, teacher-pupil and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

6. Self-evaluation opportunities:

Evaluation plays an important role in any task. In micro-teaching, supervisors conduct various tests and thus there are several chances to analyze mistakes.

Evaluation gives an opportunity to understand the mistake and overcome it. This program includes a session where drawbacks are pointed out along with their solution. Thus, overall improvement becomes an easier target.

7. Continuous efforts:

Acquiring and mastering skills is a slow and ongoing process. Even after mastering a previous skill, one should continually strive for

betterment. Continuous efforts make it easier to attain overall development.

Characteristics of micro teaching:

1. It is a teacher training technique and not a teaching method.
2. It is a real teaching, though the teaching situation is simulated.
3. In micro teaching teacher trainee practices one a specific teaching skill at a time, till he/she attains mastery over the skill.
4. It is a scale down teaching encounter in class size, content, class time.
5. It operates on a predefined model. Plan, teach, feedback, re- plan, re- teach, re-feedback, etc.
6. It allows for increased control of practice by providing feedback to the teacher trainee.
7. It is not a substitute but a supplement to the teacher training program.
8. It is a cyclic process. The pre decided model is repeated till the trainee achieves the expected level of mastery.
9. It is a highly individualized training device.

Uses of Micro Teaching:

1. Helps in reducing the complexities of the normal class room teaching.
2. Helps the teacher trainee gain more confidence in real teaching,

3. It creates among the teacher trainees an awareness of various skills of which teaching is composed of.
4. It simulates the class room scene and gives the teacher trainee an experience of real teaching.
5. It helps in systematic and objective analysis of the pattern of class room communication through specific observation schedule.
6. It is more effective in modifying teacher behavior.
7. It is an effective technique for transfer of teaching competencies to the class room.
8. It helps in getting acquainted with class room manners to a certain extent.
9. Feedback enables the teacher trainee to consciously concentrate on specific behavioral modification.
10. It helps the teacher trainees in better understanding of the meaning and concept of the term teaching.

Procedure of Micro teaching:

1. Skill definition:

The pupil-teacher or the supervisor defines a certain skill. The skills of micro-teaching are defined regarding the teaching behaviors in order to procure knowledge of required skills, which they have to focus on.

2. Demonstration:

The demonstration is the second step in the process. Experts demonstrate the specific skill by themselves or with the help of

audio\video tape recordings to the teacher trainee. This gives an idea to the teachers to work accordingly.

3. Lesson planning:

This step is the first action by the student-teacher. The trainee teacher plans a short lesson through which he/she could practice the skill. This microteaching lesson plan is done with the help of his supervisor.

4. Conducting lesson:

Once the planning is done, according to the targeted skill the pupil-teacher teaches the planned lesson to the group of students. These lessons are observed by supervisors and pupil teachers. Further, they are videotaped, audio-taped, or televised through a CCTV camera. These tapes are later used for self-evaluation as well.

5. Discussion and conclusion:

Once the teaching session comes to an end it is followed by a concluding session. The concluding session consists of feedback from the supervisor. During this session, the audio or video recording may also be displayed in order to give an opportunity to evaluate oneself. Moreover, it also boosts the confidence level of the trainee. It is the best way to reinforce the trainee to work better the next time.

6. Re-planning:

Mastering a skill is an ongoing process. Thus, once the cycle of micro teaching revolves, the process is repeated. This repetition involves the re-planning of the lesson plan. The aim of this re-planning is to master the skill mentioned earlier.

7. Re-teaching:

On completion of the re-planning of the lesson, it is again taught to another group of students from the same class. The time duration is kept as same as the previous class. This method contributes in practicing the skill repeatedly.

8. Re-discussion:

At the end of the re-teaching session, the discussion and conclusion step is repeated. These discussions and suggestions encourage the performance of the trainee. Thus, the process of feedback is procured to enhance performance furthermore.

9. Redoing:

After the end of every session, this cycle is repeated. The repetition is continued until the required skill is mastered. This process is repeated while attaining all the required skills.

Thus, we can conclude that micro-teaching involves the 4R's :

Recording, Re-teaching, Re-discussing, and Redoing.

Benefits or Advantages of Micro Teaching:

Micro-teaching is a platform for beginner teachers to improve teaching competencies. Here are few micro teaching benefits

1. The elasticity of practice:

Micro-teaching helps in developing various skills in trainees as well as the current teaching staff. It helps in improving the handling skills of the teachers. It gives better opportunities due to small-scale teaching. Moreover, it broadens the knowledge of various techniques of teaching.

2. Confidence booster:

Micro teaching is a personality enhancer too. Due to several micro-teaching activities and practices, micro teaching effectively increases the confidence level of the teachers. Moreover, the experience of teaching enables them to better classroom management.

3. Budget oriented:

Unlike other various programs and seminars that are very costly, micro teaching program is budget-oriented. Teachers can practice within the real class or at any other place.

4. More learning and less damage:

Micro teaching program is conducted with no more than 3-4 students at a time. This makes it possible to acquire a better teaching experience. In addition, it lessens the chances of mistakes.

5. Improves attitude:

A positive attitude contributes to better results. Thus, one of the objectives of this program is to guide the trainees to attain a positive attitude towards any criticism. As a result, negative feedbacks given in a positive way helps to motivate the trainees to strive for betterment.

6. Promotes systematic lesson planning:

Lesson planning is one of the skills that a teacher needs to master. Micro teaching program, within a given content, helps the trainee to prepare systematic lesson plans.

7. Instant feedback:

Feedbacks are the best way to improve. Micro teaching enables the teachers to gain instant feedback from the supervisors. Instant feedback gives more potential for rectifying mistakes.

8. Mastering skills:

This program helps in mastering types of micro teaching skills and strategies like lecturing, questioning, probing and initiating discussions. Further, it helps in improving a separate teaching style.

Limitations or Disadvantages of Micro Teaching:

The following mentioned are a few microteaching limitations.

1. Hampers creativity:

Creativity is the core of any job. It flows along with the task. However, in the process of micro teaching, due to the limited period, it becomes difficult to bring out that creativity. Thus, micro teaching does not contribute to increasing the bars of creativity.

2. Training Staff:

Better teaching promotes a better learning experience. Similarly, for better teaching, one needs to undergo better training as well. Micro teaching course benefits teachers in gaining that experience, but it requires well-trained educators to train the teachers. Without a proper educating staff, it is impossible to implement micro teaching course.

3. Lesser students lesser interest:

Teaching is an art. However, not everyone is capable of teaching. Any job needs passion and interest. They play a key role in driving the person to strive for improvement. In the micro teaching program, there are maximum 3 to 4 students; therefore, lesser students fail to motivate the teacher to improve. Instead, there are chances of teachers losing their interest altogether.

4. Wastes a lot of time:

Micro teaching is teacher-oriented activity. Here, the focus is on improving efficiency in teaching techniques. Each session lasts around 5 – 10 minutes minimum. During this period, the aim is to develop teaching skills and thus student learning is ignored. It certainly wastes the time of student, as it does not benefit him. Further, for practicing several times, various students are called at different period. This may also hamper their overall academic performance. Thus, it is advisable to conduct the training program keeping in mind all the factors.

5. Training period timing:

Micro teaching program is undoubtedly a benefiting course for the teaching staff. It is a promising method for the holistic development of the teachers in the teaching field. However, there is one minor drawback of this program. The training period is not enough to develop all the required skills properly. In addition, one trainee needs approximately 35 minutes to practice once.

Not more than ten trainees can practice once within five hours. It is certainly a time-consuming program.

6. Not realistic and practical:

Micro teaching is a very advanced form of learning however; it does have its own limitation. When it comes to teaching a diverse level of students at once, it becomes a hassle. During the training, the strength of the students is limited however when the strength of students is increased it seems like a problem. This program manages to keep the teachers away from real classroom problems. As a result, trainees struggle in maintaining classroom behavior. Moreover, the artificial situation does not help in preparing teachers for the real-time situation.

7. One alone is not sufficient:

Micro teaching is a concept innovated at Stanford University by Professor Robert Bush and Dwight Allen. One of the principles of micro teaching is skill enhancement. However, these skills are targeted one at a time and so not all skills are developed within the given period. Thus, integration of different micro teaching techniques is needed.

8. One at a time:

Apart from the skills, micro teaching involves only one trainee at a time. For a single session of training, it requires approximately 35 minutes. Thus, the single trainee can practice only once in 35 minutes. It is not only time

consuming but also an irritating process for the supervisors if there are more than ten trainees in a batch. Micro teaching is indeed an advanced level of a teaching program that enables the teachers to gain confidence before stepping into the profession of a teacher.

Demerits

1. Micro teaching is skill oriented and not content oriented.
2. It covers only a few specific skills.
3. Lack of material resources like video recording facility and trained supervisors.
4. The question of integrating the skill is quite challenging.
5. Teaching is not just a summation of teaching skills.
6. Sufficient literature on micro teaching is not yet available.

Chapter II

Planning for Teaching

Introduction

This chapter discusses the processes involved in lesson planning. Lesson planning is a creative, thought - provoking and challenging process. Indeed, there is no a simple formula or prescription that says lesson planning must be in one form rather than the other. That said, we should stress that whatever steps you follow, key elements must be out there in any effective and successful lesson plan. Precisely, this chapter presents the following steps:

- 1- **Concept of Planning**
- 2- **Concept of Educational Planning**
- 3- **Characteristics of Effective Educational Planning**
- 4- **Types of Planning**
- 5- **Context of the lesson**
- 6- **Aims and objectives of the lesson**
 - Meaning and scope level of objectives
 - Characteristics of a well learning objectives
 - Classification of objectives
- 7- **Procedures (action)**
- 8- **Assessment of learning**
- 9- **Evaluation of teaching**

1- Concept of Planning:

Planning is fundamental to the achievement of set goals. Planning is a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives. Akpan (2011) conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose. It is a process of making rational and technical choice. Planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavor politically, socially, economically and academically.

Similarly, UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. These definitions depict that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives (Akpan, 2000). It involves a conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore, provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or

time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target.

Planning is a careful analysis of relevant information from the present and the past and using such information to predict future development so that a course of action can be determined that may enable attainment of stated objectives. Planning is concerned with the future and involves predicting the effect of future events so that hindrance of the present could be minimized or eliminated in order to meet the future with more confidence and success. Therefore planning gives direction; enhances continuity of actions and reduces overlapping of responsibilities, waste of time, energy and resources (Akpan, 2000).

2- Concept of Educational planning:

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development. Akpan (2000) maintains that educational planning should reflect the state of development of

a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education. Comb cited in (Akpan, 2000) described educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000). Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement. The political, social, economic and technological needs of a nation must be considered in educational planning.

In support of this fact, Beeby cited in Okwori (2011) states that educational planning is the exercise of foresight in determining the

policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the system. This implies that educational planning is a scientific study of the future with regard to a nation's educational development. The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programs that will enhance achievement of set educational goals. Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programs to be carried out, implementation strategies, method of monitoring and evaluation of achievement and progress and the time frame for implementation.

3- Characteristics of Effective Educational Planning:

A good and effective educational planning should have the following features:

- 1. It should be dynamic:** We are living in a society and environment that are not static and changes occur daily. Educational planning should

be dynamic in order to keep pace with changes in the society.

2. It should be comprehensive: Planning should take the overall view of the entire educational system. If planning is concerned with national educational system, the overall view of the national educational system must be done in order to have adequate information for planning. If the planning is for one level of education, for example, secondary education, an overall assessment of the secondary educational system must be carried out.

3. Educational planning should be integrated: This implies that educational planning should aim at maximizing output through the use of limited resources. Efforts should be made to link the various planning operations and the focus should be to improve the outcome of educational services provided.

4. Educational planning should be iterative: Planning should require redefining educational goals and objectives because of serendipity and unforeseen obstacles. The planning should be flexible to give room for adjustment.

5. Planning should provide for exploration of alternatives: This would enhance choice of possible alternatives, in terms of methods, strategies and approaches for effectiveness and efficiency.

6. Educational planning should be goal-oriented: It should focus on achievement of set educational goals and objectives. Planning should be based on clearly defined goals that are simple and easy to understand.

7. **Educational planning should be future-oriented:** It should focus on the improvement of future educational development.
8. **Educational planning should be pragmatic:** This means that the plan should be good and effective. The pragmatic nature of educational planning can be evaluated by how good the plan is and how well it is implemented.
9. **Planning of education should be a continuous process** that takes into consideration current changes in the society.
10. **Educational planning is a deliberate action:** It does not happen by accident.
11. **Educational planning is a formal activity:** It has a structured plan and some procedures in a written form to follow.

4. Types of Planning:

Types of planning refer to forms of educational planning adopted by planners in conjunction with the polity to map out the direction of future education of a country within a specified time-frame. Planning is a rational process of decision making aimed at achieving set goals in the future. It is a deliberate action involving prediction of the future and arranging the means and procedures for achieving set target.

Planning under the classification of time specifies clearly the time - frame for the implementation of the plan. It includes long-term

planning, medium - term planning - short-term planning, lesson planning.

a) Long-term planning: This type of planning is usually carried out by top management of an enterprise or school organization. It covers a period of 5-10 years and above. It is strategic in nature and deals with matters relating to diversification of school curriculum and planning for effective and quality instruction in school.

b) Medium-term planning: This type of planning defines the future goals and objectives of education with greater clarity and provides clear-cut strategies and procedures or action plans for achievement of future targets. It covers a period of 2-4 years.

c) Short-term planning: This is a type of planning designed to achieve immediate future goals. It covers a time frame of one year or less than one year. It helps the organization to progress gradually to achievement of long-term goals.

d) Lesson Planning: The purpose of a lesson planning is providing a structure step-by-step of what the teacher wants students to be able to do by the end of a lesson, or what they will have done during it.

5- Context of the lesson

Any good and effective teacher must be thinking of the context of teaching before embarking or sketching his lesson plan. We do not teach in a vacuum, nor do we teach what strikes our minds. Without

planning for teaching, our teaching and effort would be futile and meaningless. Let's also imagine that another teacher who, too, does not understand the context of teaching, decided to teach a lesson about subject and object pronouns. The teacher does not know that this is a very simple topic which all the students have mastered. Imagine the teacher entering the class and starting to teach it. Would you think that the students will be attentive? Do you think that the teacher will be able to manage this class? Of course, this will be questionable. The students will feel that the teacher is giving them trivial input. They will not be that interested as it would have been with a new topic about which they do not have enough information. Again, the reason for this particular lesson to be unsuccessful would be the teacher's ignorance of the teaching / learning context.

6- Benefits of lesson planning

Every teacher is required to prepare or plan for his teaching. S/he should prepare a lesson plan because this is considered as guide for the day's lessons. Lesson planning is important because:

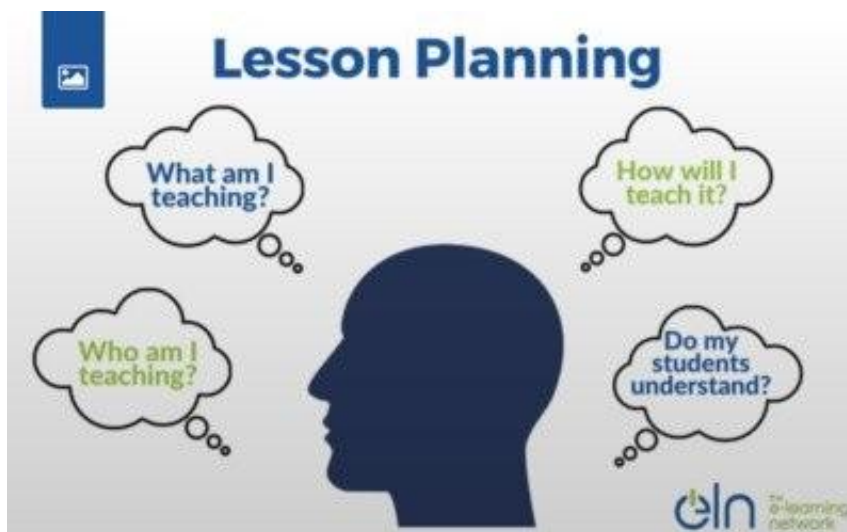
- It gives the teacher a concrete direction of what she/he wants to take up for the day.
- Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation.

- A teachers' most important trait is confidence. Lesson planning can help the teacher to be well prepared and be aware of what he/she intends on teaching the students.
- Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long –term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.
- An organized teacher will always be able to deliver the lesson within the given time frame (during the limited class timings). With the additional time saved, a teacher can give additional attention and time to students that require additional help.
- Also, there will be a sense of control and direction while teaching.
- Furthermore, a teacher is one of the first few inspirations of a child. Setting a good example of pre-planning can always assist a teacher to become a good inspiration and the confidence with which the teacher delivers the lesson will make the student realize the importance of planning ahead of time and adopt this habit for other disciplines of life.

An effective lesson plan includes several elements: learning objectives, questions, materials, and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom.

Questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets. Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience.

A **lesson plan** is a teacher's guide for facilitating a lesson. It typically includes the goal (what students need to learn), how the goal will be achieved (the method of delivery and procedure) and a way to measure how well the goal was reached (usually via homework assignments or testing). This plan is a teacher's objectives for what students should accomplish and how they will learn the material.



In order to begin with lesson planning, it is important to know the aims and objectives of the course being taught to students. A teacher

should be prepared not only to teach the students but also to make sure that they take some fruitful thought regarding the lesson at the end of the class. The aims and objectives should answer questions regarding all the angles of the course. The questions could be like the following:

- What are the present capabilities of the students?
- What should the students understand regarding the subject?
- Is the timing of the lesson appropriate or should it be delayed?
- What should they take away from the subject at the end of the class?

Answering these questions will definitely help the teacher to take the right decision about what to teach and how to teach it. It will help teachers to save time and embarrassment in the classroom. Now, let's move on to the second step in lesson planning that is aims and objectives'.

7- Aims and objectives of the lesson

Imagine you are holding your suitcase at a railway station. You met your friend who asked where you are leaving or heading for. Imagine your answer is that you do not know. Once more, imagine the impact of your response on your friend. This is the situation of a teacher who enters a classroom without having a clear idea of what she wants to achieve. A teacher should have clear understanding of the following issues relating to aims and objectives:

* Meaning and scope / level of objectives

* Classification of objectives.

❖ **Meaning and scope / level of objectives**

Generally speaking, an aim is what we want to achieve or get. We have two different levels of objectives: 'aims' and 'objectives'.

What are the difference between 'aims' and 'objectives'?

An aim is of a general level. It means the general change that we wish to achieve as a result of teaching. The scope of aims is broad and difficult to measure. Conversely, **an objective** is the specific change we wish to achieve as a result of teaching. The scope of objectives is limited and can be easily measured (Tyler, 1949, Richards, 2001), Let's give examples in the coming paragraphs.

Suppose that a teacher has set out this as his / her aim of the lesson:

'The students will successfully understand a reading text in English'.

You may notice that this is an 'aim' not 'objective': because we do not know exactly how we can judge that the students have successfully read and understand the text. In other words, we do not know exactly how we can measure this. It did not tell us the students will do this, and this and this. It just guides us to a main destination. It is like someone who wants to travel from Cairo to Alexandria. All that we knew is that the person will go to Alex not to Aswan, for example. It did not tell us whether the person will take a train, a car or a plane. Nor did it tell us the time a person needs to reach Alex. It did not tell us

about the day of travel, either. All these are the details. These are specific things that the aim did not tell, but objectives can.

- **Definition of Learning Objective**

Learning objectives according to Pollard and Triggs (1997: 255) are '**statements of what you want pupils to learn.**' These are simply what you want your students to learn as a result of teaching. What the teacher will do and what the students will do must be a reflection of the planned objectives. This means the teacher and students' roles will be directed towards achieving the lesson objectives. An objective can tell us the specific things that could help us achieve the general aim.

Learning objectives are statements of what a learner is expected to know, understand, and/or be able to demonstrate after completion of a process of learning. Learning objectives form a basis for curriculum, course syllabus, course development, as well as assessing the learning process.

- **Components of a well learning objective:**

A well-written learning objective provides a basis for planning, developing, delivering, and evaluating an educational activity. Preparing Instructional Objectives, Mager (1975) states that a behavioral objective or a learning objective should have four components which are audience, behavior or performance, condition or constrains, and degree or standard or criteria as described below:

1- **Audience:** The learner's characteristics

- 2- **Behavior** (performance): What the student will be able to do
- 3- **Condition** (constrains): The conditions under which behavior occurs
- 4- **Degree** (standard, criteria): An explicit description of acceptable behavior

First, the instructional objective must state the audience and describe the learner's characteristics for the educational activity. The behavior should be specific, observable, and assessable. The condition under which the behavior is to be completed should be stated, including what tools or assistance are to be provided. The degree or standard should describe the acceptable level of behavior, including an acceptable range of answers that are allowable as correct.

Today, the performance objectives or learning objectives are written by ignoring the indication of the conditions and standards, but a written indication of the behavior using measurable or observable verbs is essential for a valuable objective.

Ex: by the end of the lesson, students should be able to apply the rules of punctuation correctly.

Moreover, Moon (2002) states that well-written learning objectives should:

- Be observable and assessable
- Begin with an action verb
- Have only one verb per learning objective

- Avoid vague terms like know, understand, learn, be familiar with, etc.
- Be realistic within the timescale of the course to be able to be achieved and assessed
- Be linked with program outcomes
- Be linked with teaching and assessment methods

You can see now that the teacher could measure if students have successfully read and understood the text by getting the students do the above things. You may have observed that the aim is to specify the general or final learning behavior we want the students to achieve (destination), Objectives tell us how this can happen. Teachers have to set out the lesson aim clearly and to specify the objectives that will help them achieve their aim. Objectives must be specific. We must also be able to measure them.

- **Classification of objectives**

It is not enough at all that the teacher decides his/her aims and objectives. Neither is it sufficient for teachers to know how to formulate aims and objectives. They must decide further the kind of objectives they want to achieve. There are three categories of objectives from which the teacher decides what to plan for teaching: cognitive, affective and psychomotor. If the teacher plans to provide students with **new information**, then she must use the cognitive objectives. These objectives concern the mind (brain). If planning for changing students' **attitude** toward something or increasing their

motivation to do something, then affective objectives must be planned for. These objectives relate to the heart. If planning for training students to acquire **certain skills**, like using a microscope, then teachers need to use psychomotor objectives, which relate to body and muscles (Shawer, 2003).

Behavioral objectives can be written for one of the three domains of learning – cognitive domain, affective domain, and psychomotor domain – as defined below (Anderson and Krathwohl 2001; Krathwohl et al. 1964; Simpson 1966):

- 1- Cognitive Domain: Acquisition of knowledge and intellectual skills (knowledge)
- 2- Affective Domain: Integration of beliefs and ideas (attitude)
- 3- Psychomotor Domain: Acquisition of manual and physical skills (skills).

Planning for these objectives to be realized in our teaching is necessary in many fields. In the field of languages and social studies, students need to learn how to write, use computers and draw maps. In science, teachers need to train them how to use lab equipment, like the microscope. Psychomotor objectives are also needed in medicine, engineering and other fields.

If we ponder over the cognitive objectives, we will soon find out that the psychomotor objectives follow the same hierarchy of teaching.

They both start with the simple operations to the more complex ones. When teachers plan to train their students to acquire a specific skill, they need to begin with the imitation level. For example, we may wish to teach someone how to drive a car. The first thing is for the teacher to give the student a description and explanation of the component parts relating to the driving process. For example, to explain what each button is used for. What the clutch, gear, accelerator and the like are used for. Then the teacher or trainer needs to show practically the learner how to position herself in the car, make the car gear neutral and then to turn it on by switching on the contact key. The learner will first look at the teacher and try to imitate her.

Second, the teacher plans to develop the learner's skill by achieving the manipulation objective. This requires the teacher to guide the learner to follow instructions. For example, the teacher lets the learner to sit in his / her seat and try to switch the car on whilst the teacher guides them through some instructions. This way, the learner's skill develops somewhat from just watching and imitating to trying things out themselves. Then the teacher attempts to achieve the precision level. This takes place by asking the learner to do the same thing, till she does it with the least possible mistakes.

The teacher then directs the learner to realize the articulation level. This means they are trained to do separate operations at the same time. For example, the learner could reverse the car and could explain the processes involved. The learner could also use the screen wipers as

well as different kinds of light in the car and explain when to use them. All these objectives together will lead the learner to the habit - formation level. This means that the learner does the skills without thinking about involved processes. Imagine what a person did when they first started to drive. Watch them after some months or years, they do things with very little thinking and effort.

In short, when teaching a specific skill, this could start with listening to an explanation from a teacher or trainer, then imitating what they do. The next step is to manipulate or practice the involved steps till one reaches precision. Finally, all these steps lead the learner to do the skill unconsciously. Having understood the context of teaching (first step of lesson planning) and teaching objectives (second step of lesson planning), we now come to the third step of lesson planning that is procedures.

8- Procedures (action)

Procedures involve the description of the techniques and practices in a learning situation. It deals with what teaching materials to be used for achieving the lesson objectives, and how the material and objectives to be realized (teaching / learning activities). Procedures also involve what role the teacher will take in the classroom and what roles his / her students will play (White, 1988a). Teaching and learning activities are the roles which the teacher and students take in the learning situation (Richards, 1990). We could sum up the main elements that the procedures of a teaching lesson normally involve:

- Organizational strategies:
- Starting the lesson
- Development of the lesson
- Ending the lesson

❖ **Organizational strategies**

Organizational strategies involve issues of attendance, seating students, timing of the lesson, space needed for conducting the lesson and use of the resources available.

❖ **Starting the lesson**

Starting the lesson involves the way the teacher warms up students to get set for learning. Teachers could use advance organizers by asking a question about the lesson topic, connecting the past and the present lesson, reviewing the main points the past lesson involved or by beginning with a concise introduction.

❖ **Development of the lesson**

Lesson development requires teachers to be very specific about what the teacher will do (teacher role) and what the students will do (learner role). This relates very much to the teaching method to be used. Will the teacher use the discussion method, for example? If this is the case, then the roles are clear. The teacher's role will be to write the topic of discussion on the board or to show it through an overhead projector or indeed through any appropriate means of presentation. Then the

teacher has to specify the elements of the topic by writing down the elements needed for covering the topic. The teacher could write specific questions about each element. The students' role will be to answer each of the questions and to connect the elements of the topic together and to the main topic. The teacher's role will also involve organizing the discussion.

The teaching method, as you can see, will decide what the teacher and students will do in the classroom. It decides who reads the lesson, who searches for information, who listens, who talks and so forth. Development of the lesson will be in action through achieving tasks that will help achieve each of the lesson objectives. Once the objectives are thought to be covered in the tasks and realized, then the lesson is ready to be brought to a close. But, how will you end the lesson?

❖ Ending the lesson

Teachers could bring their lesson to a close through asking students to submit their reports, if this was what they were asked to do. They may ask them some questions about each element of the lesson to make sure the lesson is understood. They could also end the lesson by setting out homework questions or assignments. The teachers also could end their lesson by asking the students to answer a big question or some questions about a certain topic to be discussed in the coming lesson. They may further end the lesson through a summary of the phases of

the lesson. The teacher may let the students ask questions about different parts of the lesson.

9- Assessment of learning

Assessment of learning relates in the first place to students and feeds into the teacher's evaluation of the lesson. Teachers may also the learning of their students in several ways initial assessment, formative assessment of summative assessment. Through the initial assessment, you could assess the learning of your students in the previous lesson through asking them questions about it before starting today's lesson. You could find out an assessment form of the main elements of the previous lesson before commencing the lesson you are about to teach and then collect them and have a look at the answers at home or during the school day (Shawer, 2003) .

Teachers should use formative assessment which takes place throughout the teaching session. This could happen by asking questions to check student understanding. The teacher should observe students to see who is taking part in the activities and who is confused. The teacher could ask one or two students to comment on a specific point and ask his / her classmates to comment on their classmate's response. Formative assessment is a key mode in any successful lesson because you give immediate feedback to the students. Teacher may use summative assessment in several ways. This normally takes place at the end of the lesson by handing out a test form to be marked off. Teachers may ask just oral questions at the end of the lesson to check

understanding. Through their observation of their students throughout the lesson, teachers may take notes of confused students and give deferred feedback to them in the tutorials (Shawer, 2003).

10- Evaluation of teaching

If assessment of learning concerns learners in the first place, evaluation of teaching relates to teachers, Reflective teachers are always in a constant state of self-appraisal and evaluation of their work. Good teachers may evaluate their teaching in several ways. By answering a number of questions, teachers may be in a position to evaluate their teaching and make use of the data they get to improve their teaching.

- Have I managed to achieve the lesson objectives?
- Have the students answered the lesson questions?
- Have the students been motivated throughout the lesson?
- Which parts of the lesson were successful? Why?
- Which parts of the lesson were unsuccessful? Why?
- What needs to be changed or improved in the next lesson?
- Has each student achieved his / her role?
- Have I started the lesson well? Why?
- Have I made the tasks in the development part of the lesson specific and clear

DAILY LESSON PLAN

NAME OF COURSE: E1	NAME OF INSTRUCTOR(S):
UNIT NAME- Independent Reading	DATE:

UNIT/ESSENTIAL QUESTION: How can we use independent reading to improve as readers and writers?
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At the end of this lesson, students will KNOW: How to access and use Animoto.	At the end of this lesson, students will BE ABLE TO: Respond to a piece of literature using Animoto.	At the end of this lesson, students will THINK ABOUT: Using Animoto to evaluate and synthesize their knowledge
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FOCUS QUESTION/OBJECTIVE: How can we use Animoto to help us respond to literature?

MATERIALS	<ul style="list-style-type: none"> • Class set of laptops • Class set of short story, "Blah blah blah," which students should have read for homework. • Handouts on using Animoto • Assignment sheet for daily assignment/homework
DO NOW	Who was your favorite character in the short story "Blah blah blah"? Why was that person your favorite character?
MINI-LESSON	<p>Animoto is a website that you can use to create video slide shows. This will be a great way for you to do your book projects! Today, we are going to practice using Animoto to respond to literature with your homework story, "Blah blah blah."</p> <p>When you are making your video, you need to respond to two of these three questions:</p> <ol style="list-style-type: none"> 1. Explain why your favorite character was your favorite character. 2. What was the conflict in the story? Explain why the conflict occurred. 3. If you could re-write the ending to the story, what would it be? Why?
ACTIVITY	Walking through how to use Animoto with the handout: logging on will be accomplished as a whole class. Actually creating an Animoto will be done individually.
SUMMARY	Students explain how they will use Animoto.
HOMEWORK	<p>Finishing presentations.</p> <p>Answering the following questions:</p> <ol style="list-style-type: none"> 1. What did you find difficult about using Animoto? Why? 2. What did you find easy about using Animoto? Why? 3. How do you think you will use Animoto in school this year? 4. Pick one goal for creating your next Animoto and explain how you will accomplish it. For example: <i>My goal is to create a 3-minute Animoto. I will do this by looking for many pictures and at least one video clip that will work for my project.</i>

Chapter III

Warm-up Skill

- **Definition of warm-up:**

Warm-up stage is a preparatory stage which helps the students feel relaxed and also sets a positive mood for learning. According to Robertson & Acklam (2000) “warm up is a short activity for the beginning of lesson” (p.30). Kay (1995) claims that warm ups are different types of activities which help the students begin to think in English, review previously introduced materials and become interested in the lesson for language learning lesson . A warm-up stage is the “initial orientation” .So, a warm up activity is used to start a class with an interesting task to help the students be comfortable in classroom setting and to help them start thinking in English. 4

- **Background Knowledge and Warm-up**

Prior knowledge is a generalized mental representation of experience that are available to help in understanding new experiences” (p.2). In the introductory session of a lesson, it is essential to activate students’ existing knowledge and relate them to the new information they are going to learn (Joshi, 2006). One of the objectives of using warm up activity is to activate students’ background knowledge (p.17). Teachers need to understand what students already know about the topic they are going to teach and they need to connect the topic with the students’ present understanding. Teachers should start teaching from the point about which students have knowledge or they are familiar with.

- **Principles of Warm-up Activity:**

Velandia (2008) proposes some principles to design a warm-up activity. He suggests that:

- 1- a warm-up activity should take place at the beginning of the class.
- 2- It will help the teachers catch the students' attention.
- 3- It has to be interesting so that students get motivated from the very beginning.
- 4- It is usually a short activity as it is a preparatory stage of other stages of a lesson.
- 5- Warm up activity has to be related with the lesson topic so that in other stages students can get involved in different activities easily to develop their language skill (p. 13).

- **Techniques of warm-up**

- 1- **Question time**

It is a warm up activity which is used to give learners some idea about the lesson topic. Here, the teacher asks some questions to activate learners' prior knowledge and elicit information. For example, teacher asks some questions such as do you often go to restaurant?, Do you like cooking?, what will make you unhappy when you will eat in a restaurant?. After eliciting information teacher tell them to listen a passage where a person is angry about a restaurant (Jun. 2000).

2- Jigsaw reading

Teacher cuts a short text into four pieces. Then, he divides the class into groups of four members. Each member gets one piece of the text. They are asked to read it first and then discuss with their group members without seeing each other's text to find out which piece will come first, which will be the second one and so on (Treko, 2013).

3- Proverb matching

It is a warm up activity in which every student gets a half proverb card and has to find out his\her partner for the other half. They together have to come up with a story or situation which illustrates their proverb and others can guess the proverb (Kilppen, 1985).

- **Importance of using warm-up in Teaching**

Why is Warm-up Important?

The warm-up section is important as it serves the following purposes;

- 1- Establish a Relationship Learning process is facilitated through building a positive relationship with the students. A fun or interesting class largely depends on the teachers as their personality and teaching method motivate the students to raise a positive attitude towards learning (Krishnan & Hoon, 2002). Teachers' attitude is an important factor to develop cooperation

between students and teacher. If teaching style is cooperative, learning condition become good. Warm-up exercises and jigsaw tasks can be adopted by teacher to create a good atmosphere in class.

- 2- **Warm-up activities like joke, game, puzzle** establish a positive learning environment and make the students comfortable to participate in the classroom. Language classroom learners need to support and motivate each other to promote success in learning. Warm-up or icebreaker activities help create a comfortable environment and establish peer trust among students which allow them to engage in negotiation with each other activities easily.
- 3- **Motivation and warm-up:** By spending five or ten minutes for warm up activities, learners can be motivated from the beginning of a class. Motivation for learning is influenced by the learners' interest in the class activities. Students will be motivated to learn when the activities and exercises for language learning are interesting to them. So, the warm up activity used to motivate students should be interesting.
- 4- **Attention and warm-up:** Unattended material stays in memory for short time and does not get processed in long term memory due to lack of attention and noticing. Opening activity mainly used to focus the students' attention on the lesson. Also, teachers can play a vital role to create a positive learning attitude among students. To make them interested and involved in class, teachers need to stimulate their curiosity and attract their attention. People

learn about things when they give attention and do not learn much when they have lack of attention. By focusing students' attention on the main ideas, teacher first prepares the students for engaging them in interactive tasks to practice.

- **Drawbacks to Warm-up**

Good learners try to organize their knowledge when their teacher can help in this organization by using suitable warm up activities. Many warm up activities fail to serve learners as the organization of the language of warm up activities seems different from the language organization of learners' minds. This mismatch hinders the effective language learning. Furthermore, very shy students can find warm up activities as threat. Especially, when a student feels strained as he/she has to perform exercises alone in front of the whole class. No matter how appropriate the input is, there will be an impediment in comprehension if a students' "affective filter" or emotional responses such as nervousness, anxiety, stress, tension etc is high (as

Chapter V

Stimulus Variation

OBJECTIVES

1. After completing study of this chapter, you should be able to:
2. Operationally define stimulus variation.
3. Explain the purpose of stimulus variation.
4. Identify and categorize six teacher behaviors that can be used to vary the stimuli in the teaching - learning environment.
5. Explain the role of teacher enthusiasm in relation to stimulus variation.
6. Explain the importance of avoiding distractors in the learning process.

Introduction

All of us seek stimulation. We are constantly looking for interesting things to do, for variety and challenge to enliven our daily existence. We prefer settings that provide stimuli rather than settings that are monotonous and dull. Stimulating environments arouse in us a state that is, within reasonable limits, a pleasant one, In short, doing something, no matter how trivial, is generally more interesting than doing nothing. Likewise we tend to prefer stimuli that are new, novel, or fast - paced to that which is routine, familiar, and slow-paced.

- **Classroom Stimulation**

The human need for stimulation has important implications for the teaching - learning environment. The typical learning environment is under continuous bombardment from such external stimuli as street traffic, hall traffic, schoolyard activities, and weather conditions.

All these stimuli interfere to some degree with the learning process and force the teacher to compete for student's attention.

If external stimuli are more interesting to students than the classroom learning activity, attention will more than likely be directed toward the external stimuli.

Students, especially younger children, have very short attention spans. If some new or changing stimulus does not occur in the learning environment after a certain period of time, they lose interest. Most of you have undoubtedly had the same experience - for instance, with an

untrained speaker who stood rigidly behind a podium and put you to sleep with his or her monotonous voice. Unless you were extremely interested in the message, your attention soon turned to external stimuli or to your own inner thoughts.

Effective teachers consciously vary their behaviors and their learning activities so that students receive new or modified stimuli that keep their attention directed toward the learning process. These refocusing skills eventually become second nature to the experienced teacher. They become an essential part of the teacher's lessons.

Allen, Ryan, Bush, and Cooper (1969) suggest six simple behaviors or behavior patterns that can be used to vary the stimuli offered to students. These behaviors and patterns include: Using gestures, Focusing attention, Varying interaction styles, Using pauses, Shifting sensory Channels, and Using teacher movement.

1- Gestures

Gestures are effective attention - getting devices. In a crowd of people, your attention is usually directed to the person who is making some sort of gesture. The message received is that "This is where the action is".

In classrooms a snap of the fingers or a nod of the head will focus student attention on you as you teach. Moreover, you can add emphasis through various general movements of the hands, head, and body.

You can effectively use gestures to refocus student attention or to emphasize a point in a lesson presentation.

As students, attention wanders, a tap on the chalkboard or desk, a hand gesture, or a change in body position is often all that is needed to refocus attention on the lesson.

These gestural movements represent a change in stimuli that usually results in directing student attention back to the teacher.

2- Focusing Attention

Focusing is probably the most common attention-getting technique used by teachers. Essentially it consists of directing student`s attention to what you have said or will say through the use of either verbal statements or gestures.

Verbal focusing can be used to direct attention to certain species in a lesson or to redirect students' attention when it begins to wander. Refocusing students' attention is often necessary when the teacher has been speaking for a long time. Commonly used verbal focusing statements are, "That was an important point, Mark, "This is a major issue, " Pay close attention to this point, "This should be included in your notes, "Know this diagram well. "And "That statement is important enough to be repeated". Learn to use such statements, and gradually build your own personal repertoire of similar statements.

Gestures are also effective in focusing attention. You are using this technique when you bang a desk, tap a map, use a pointer, use hand gestures, or make sudden movements with your body. The gestures represent new stimuli to students and will usually result better attention. An even better attention-focusing technique is to combine a verbal focusing statement with some form of gesture; essentially the combination increases the intensity of the stimulus change.

Examples of this technique include such combinations as:

[Teacher taps statement on chalkboard.] Remember this statement!

[Teacher slams one hand into the other.] This is a very important point!

[Teacher pats student on the back.] Great idea, Sam!

[Teacher simulates an explosion with hands.] An explosion can result if you aren't careful with these chemicals.

The imaginative use of such combinations can provide an effective stimuli change that results in increased attention and learning.

3- Varying Interaction Styles

There are four basic interaction styles that can be used in the average classroom:

- Teacher-group
- Teacher- student

- Student-student
- Student-group.

You can use any one or a combination of these styles in the course of a lesson. The style or combination you choose depends to a large degree on the content and objectives of the lesson.

The teacher- group interaction style should be used when you want to address the class as a whole, as when you are giving a lecture or demonstration that covers new content. If questions are asked during the course of the lecture or demonstration, they are usually directed to the total group.

When you choose to address or question a specific student, the teacher -student interaction style is being used. This type of interaction is referred to as the Ping-Pong style since it usually goes teacher-student, teacher student, teacher - student, and so on, with the teacher addressing or questioning different students in the group. Used wisely, this style enhances student involvement in the lesson.

Under certain circumstances you may wish to redirect a student comment or question to another student for a response or for clarification. This is the student - student interaction style and is frequently used to acknowledge some student's accomplishment in the discussed area or to redirect an inattentive student back to the lesson.

An example of student - student interaction is, "John, you did report on France last week. Can you answer Mary's question?" Student-

student interaction should be encouraged in class discussions since students often learn best from each other. At times you may want to transfer the leadership of a lesson to one of your students. For example, after redirecting a question or a request for clarification to one of your students, you might briefly withdraw from the discussion. This style should be used with care and only with students who can assume a central role in the group. Try to avoid putting your students in uncomfortable situations since some of leadership roles.

As Shostak (1982) suggests, you can often provide the stimulus necessary to maintain student attention simply through changes in the patterning of these interaction styles. For example, you could intersperse a lecture with individual questions, have other students react to student comments, or withdraw almost entirely from a discussion by giving students leadership over the group discussion.

4- Using Pauses

As mentioned in the discussion of set induction, silence can be a powerful force. A sudden and unexpected silence can often put a stop to the most animated conversation. When background noise suddenly ceases, more than likely you are drawn to the silence and begin searching for cues that explain it.

This same principle can be used to focus or redirect student attention to a lesson presentation. This is particularly true when you have been speaking for an extended period of time and your words have lost their

ability to stimulate the students. At such times appropriate pauses serve to refocus student attention to the message being communicated. In essence, you deliberately reduce the stimuli in order to force students to strain for stimulus cues.

Many teachers appear to be afraid of silence and consequently do not use pauses. These teachers too often feel that for learning to take place there must be some form of continuous oral communication. They rush to fill in any silences that might occur. The result is often loss of student attention.

Teacher pauses can serve functions other than stimulus variation. Among the possible related uses suggested by Allen , Ryan , Bush , and Cooper (1969 , p . 24) are :

1. To break the lesson content up into smaller units so that it is more easily understood by students.
2. To serve as a cue to students to search for direction in the lesson.
3. To prepare students for the next statement to be made by the teacher.

As a teacher technique, pauses or silence has much to offer teachers . Contrasting sound with silence provides alternating stimuli to students and usually results in better attention and hopefully in more and better learning.

5- Shifting Sensory Channels

Although most communication in the average classroom revolves around teacher talk, there are four other sensory channels -seeing, touching, tasting, and smelling- through which learning can take place.

Consequently you can provide stimulus variation by shifting between these sensory channels. The shifts require that students make a corresponding shift in reception modes. This results in their refocusing attention toward your presentation.

The use of the overhead projector is a typical example of refocusing by shifting sensory channels. Students are required to shift their primary reception from aural to visual.

Tactile (touch), gustatory (taste), and olfactory (smell) senses can be used when appropriate learning materials are available . Sampling or manipulating such materials in conjunction with oral discussion requires refocusing attention on the lesson presentation.

6- Teacher Movement

Any physical movement by the teacher, who is normally the most significant person in the classroom, naturally draws students attention . You can effectively refocus student attention by incorporating into your lesson simple movements that require some aural and visual adjustments on the part of students . The possible movements available to you are :

1. Moving to the left or the right
2. Moving to the back or the front
3. Moving among the students

Rather than remaining stationary (hiding) behind a podium or desk , teachers should activate the environment with their movement . Lateral movement is frequently used to draw attention to something in the environment or on the chalkboard. Movement to the back of the room or among the students allows the teacher to become less conspicuous and permits better student - student interaction.

Since student attention must be maintained for effective instruction, it is important that you develop skill in focusing on the lesson presentation.

Teacher focusing behaviors should be consciously practiced at every opportunity. Through conscious practice they will become natural, continuous part of your teaching style.

Teacher Enthusiasm

Enthusiasm is contagious. Teachers who are enthusiastic about teaching and about the subject they teach tend to keep students interested. If the teacher expresses a high level of interest and a sense of importance about a topic, students often become spell bound, anxious to find out what is so interesting.

Research reveals that enthusiastic teachers produce higher academic achievement (Silver nail, 1979, pp. 27-28). Moreover, this relationship between teacher enthusiasm and student achievement seems to be directly related to the age of the students, Brophy and Everston (1976, p 106) suggest that teacher enthusiasm is less important with young children than it is with older children and adolescents.

In short, enthusiasm should not be overlooked as a form of stimulus variation. Enthusiastic teachers who are intensely interested in their subject matter not only keep students' attention as a result of their energy and excitement but often transfer their 200 Instructional Skills enthusiasm to their students.

Distractors

Although stimulus variation techniques are quite useful in maintaining student attention, these same techniques, if overused, can draw attention away from the learning situation. If they are overdone, students become more interested in the novelty of your presentation than in its content. This is especially true when the lesson content is familiar, ordinary, or less than exciting. The overuse of any behavior, even a desirable one, can result in focusing attention away from the learning situation. Such common occurrences as the continual use of "uh" or "okay," silence used too often, continually pacing around the room, or tapping a pencil can detract from a lesson, as can an overly enthusiastic teacher. That is, hyperactive or excessively emotional teacher behavior results in of cussing student attention on the behavior

rather than the lesson . One of the skills associated with stimulus variation, then , is to monitor your own behaviors so that they do not interfere with the learning process .

SUMMARY

Since student attention must be maintained for learning to take place , you must keep student attention directed toward the lesson . Various stimulus variation techniques that can be used to gain and maintain student attention include :

- 1- The use of gestures
- 2- Focusing attention
- 3- Varying interaction styles
- 4- The use of pauses
- 5- Shifting sensory channels
- 6- Teacher movement

Enthusiasm is contagious. Teacher enthusiasm is an effective attention getter and will often be transferred to students, resulting in better student attention.

Although the skillful use of stimulus variation techniques will increase student attention and thereby promote academic gains , care must be taken . If used in excess , these stimulus variation techniques can result in too much attention being directed toward the teacher and too little toward the lesson .



Activity 1: Identifying Stimulus Variation

Techniques

Label the following stimulus variation techniques as examples of gestures (G), focusing attention (FA), varying interaction styles (VIS), using pauses (P), shifting sensory channels (SSC), or teacher movement (TM). Check your responses with those given at the end of the chapter .

- 1- "That's an interesting question, Jenny, Could you answer it, Mark?"
- 2- As she lectures, Mrs. Jones slowly walks to the side of the room
- 3- Mr. Franklin, the English teacher simulates the action of the wind with his hands as he reads a poem entitled "The Wind."
- 4- MS . Ferguson writes the new vocabulary words on the chalkboard as she speaks
- 5- "Make special note of this issue! It was one of the most important of the Civil War."
- 6- The teacher pauses for a few seconds following a statement, then continues.
- 7- In the class discussion of other lands, Mrs. Smith shows the children pictures of the country being discussed.
- 8- "Who is the present secretary of state?"
- 9- The teacher uses a pointer to emphasize a statement in the textbook by tapping the book.

10- As he speaks, Mr. Emerson moves toward the back of the room where two students are talking.



Activity 2 : Stimulus Variation Concepts

A- Respond to the following items. Check your responses with those given at the end of the chapter.

- 1. Changes in stimuli should be avoided in most classrooms since they would detract student attention from the lesson. (True / False)
- 2. Silence can be used effectively in the classroom to vary the stimuli to students. (True / False)
- 3. Teachers should always remain stationary when presenting lessons so as not to break student concentration. (True / False)
- 4. It is possible to be too enthusiastic in the classroom. (True / False).

B- List the six teacher behaviors or behavior patterns that can be used to vary stimuli to students.

- a)
- b)
- c)
- d)
- e)
- f)

Answer Keys : Activity 1: Identifying Stimulus Variation

Techniques

1. VIS Teacher redirects question to another student .
2. TM Movement occurs during lecture
3. Instructional Skills
4. G Teacher uses hand gestures.
5. SSC Students must shift back and forth between aural and visual modes.
6. FA Verbal statement is used to locus attention.
7. P Pause is used to focus attention.
8. SSC Children are required to use both aural and visual receptors.
9. VIS Teacher directs question to entire group.
10. G Gesture is used to emphasize a statement.
11. TM Teachers movement to refocus attention and proximity and control technique.

Activity 2: Stimulus Variation Concepts

1. False Changes in stimuli can and should be used in the classroom to keep student attention.
2. True Lack of conversation or noise can be used effectively to provide a change in classroom stimuli.

3. False Teacher movement should be used to maintain student attention.
4. True One can overuse any stimulus variation technique

Chapter VI

Reinforcement

Objectives of the Chapter:

After completing your study of this Chapter, you should be able to:

1. Differentiate between positive and negative reinforcement
2. Describe the different types of reinforcement that can be used in the classroom .
3. Describe the characteristics and components of a reinforcement system .
4. Describe the effects of different reinforcement schedules on the patterns of response.
5. Explain procedures that can be used to identify effective classroom reinforces.
6. Differentiate between praise and encouragement and explain the effects of each.

Introduction

Actions that bring pleasure tend to be repeated. This is human nature . When a student works to obtain something, that "something" (object , action , vent , etc.) acts as a reinforce for that student . However, what reinforces one student may not reinforce another. Remember that reinforcement always increases the strength of some behavior. For example, students who repeatedly ask to stay in from recess are being reinforced in some way. You should keep in mind that any repeated behavior, appropriate or inappropriate, is somehow being reinforced .

- **Definition of Reinforcement**

Reinforcement, or the rewarding of desired student behavior , is a long - recognized and essential skill for classroom teachers . Once learned and refined, it will make you much more effective in the classroom . Too often , however , teachers unconsciously overuse the same reinforces , which leads to a loss in their effectiveness . Moreover , teachers sometimes unwittingly reinforce undesirable student behaviors , making their teaching less effective .

- **POSITIVE VERSUS NEGATIVE REINFORCEMENT:**

Reinforcement in the classroom can occur in two different ways:

- 1- Positive reinforcement:**

This reinforcement occurs when teachers use a rewarding stimulus to motivate some action or behavior. The reward may be something tangible or intangible, such as grades, free time, praise , being named class leader , or even being made to stand in the hall . Sometimes an event (such as being made to stand in the hall) is a positive reinforcer for a student, even though it may not seem rewarding to the teacher. Many times positive reinforcement of inappropriate behavior occurs unintentionally in the classroom because teachers have a limited understanding of what students find rewarding . You should be conscious of this fact and try to diagnose the hidden reinforces when an undesirable behavior persists.

2- Negative reinforcement:

It involves removing students from an unpleasant stimulus, such as detention or the threat of punishment. Students are allowed to escape the unpleasant situation by behaving appropriately. Examples are sitting in their seat until they are ready to participate appropriately during an activity, staying in at recess until work is completed , or going to a time - out area until they are ready to settle down . Note that with the use of negative reinforcement , the student is in control . The negative situation can be escaped when the student chooses to perform the appropriate behaviors . Negative reinforcement is often confused with punishment , which gives the student no choice .

Positive or negative reinforcement is a powerful tool for motivating students and should result in an increase in some desired behavior ,

Moreover , when teacher reinforcement is withheld , undesirable behaviors will often desist .

- **TYPES OF REINFORCEMENT**

Several types of reinforcement are typically used in the average classroom . The most effective type in any given situation depends on such variables as the grade level , individual student , learning activity , and teacher .

1- Verbal Reinforcement

Verbal reinforcement occurs when the teacher follows a student action or response with some type of positive comment . The most common verbal reinforcers are one - word comments or phrases such as " Good , " " Excellent , " " Correct , " or " That's right . " One should take care not to overuse these brief reinforcers or they will lose their effectiveness . Likewise , if all student comments are followed by verbal reinforcement , the comments will soon lose their effectiveness . Therefore, do not overuse verbal reinforcements, and vary them so that they remain fresh and meaningful . Another commonly overlooked form of verbal reinforcement is the use of student ideas. This technique can be used by applying, comparing, or building on contributions made by students during a lesson. Incorporating student ideas shows that what they say is important and usually increases the degree of student participation.

2- Nonverbal Reinforcement

Nonverbal reinforcement refers to the use of some physical action to send a message of approval for some student action or response. The physical action can be in the form of eye contact, a nod, a smile, movement toward the student, a relaxed body, or some positive gesture. Do not overlook the use of nonverbal reinforcement in the classroom: it may be even more powerful than verbal reinforcement. Research suggests that when verbal and nonverbal messages differ, students tend to respond to the nonverbal message.

3- Vicarious Reinforcement

People learn by observing others. If they observe others being reinforced for certain actions or behaviors, they tend to act in the same way if the reinforcement is desirable. This is termed **vicarious reinforcement**. For example, if student A is praised for a certain action and student B desires the same teacher praise, student B will model the reinforced action. Such teacher statements as, "I like the way Mary raises her hand before talking," "Mike's science report was excellent," and "Cindi always gets right to work on her assignments" are examples of the effective use of vicarious reinforcement. Vicarious reinforcement is usually more effective with younger students. However, it can also be used effectively with older students when the reinforcers are carefully chosen.

Vicarious reinforcement is usually efficient in that the desired behavior has already been modeled and consequently does not have to be taught. With properly chosen reinforcers and appropriate application, vicarious reinforcement can be used to teach new behaviors, encourage old behaviors, or strengthen or weaken inhibitions.

4- Delayed Reinforcement

Teachers usually reinforce students immediately following desired actions. However, it is also possible and sometimes desirable to reinforce students for some earlier action. For example, a class question can be directed to a student who has shown prior knowledge in the subject area. This reinforcement of earlier action is referred to as **delayed reinforcement**. Through delayed reinforcement you show that actions or contributions are not forgotten but have continuing importance. It also reveals to students the importance you attach to earlier student actions.

5- Qualified Reinforcement

When student actions are only partially acceptable, you may want to reinforce the student in a manner that will motivate continued attempts at the desired action. In such situations you should use the technique of qualified reinforcement.

Qualified reinforcement occurs when you reinforce only the acceptable parts of a student action or the attempt itself. For example, when a student gets a problem wrong at the chalkboard, you could

reinforce the fact that the procedure used was correct, or you could reinforce the student's good effort. Or a student could be reinforced for presenting an interesting idea even though it was not related to the topic being discussed. Qualified reinforcement is an effective technique that can be used to get shy and less able students more involved in class discussions.

- **REINFORCEMENT SYSTEMS**

You may sometimes want to use a more formal system of reinforcement. One program that has been highly successful is the **token reinforcement system**, in which students earn tokens by performing teacher - desired actions or behaviors. These actions can be related to academics or to classroom behaviors. Tokens may be in the form of points, chips, holes punched in a card, stars, checks, play money, or anything else that seems appropriate. The tokens are exchanged periodically for rewards. The rewards can be such things as free time, less homework, food, tangible objects, being named class leader, games, free reading, or anything appropriate that is desired by the students.

One can also offer a menu of rewards in a token reinforcement system. Students then purchase the rewards for different numbers of tokens. It is usually wise to offer some less desirable rewards for only a few tokens and the most desirable rewards for a larger number of tokens. In this way, students will work for the higher number of tokens to get the more desirable rewards. For example, with young children

Microteaching

you might offer 5 minutes of free time for a few tokens and a little toy for several tokens. With older students you might offer being excused from a homework assignment for a few tokens and being allowed to listen to music in class for several tokens.



Activity 1: Now try your skill at identifying examples of positive and negative reinforcement by completing the following task

Identify each of the following statements as an example of positive reinforcement (P) or negative reinforcement (N) , Check your responses with those given at the end of the chapter .

1. " Steve , you can read your book when you finish the assignment . "
2. " James , please sit down until you can behave appropriately
3. " This paper is excellent , Jerry ! You made some very valid points .
Keep up the good work . "
4. " Frank , go to the time - out area until you calm down ! "
5. " Mary , since you raised your hand before talking , I want You to be class monitor next week.

Chapter VII

Questioning

Objectives of the chapter VI:

After completing the study of this Chapter, you should be able to:

1. Explain the importance of questioning to the teaching process.
2. Explain the importance of using different levels of questions.
3. Identify and differentiate between convergent and divergent questions.
4. Explain the importance of using different types of questions.
5. Identify and differentiate among focusing, prompting, and probing questions.
6. Define wait time 1, wait time 2, halting time, and silent time.
7. Explain the importance of and benefits derived from the use of redirecting, wait time, halting time, silent time, and reinforcement.
8. Identify guidelines that should be followed in effective questioning.

Introduction

Research indicates that in most classrooms someone is talking most of the time. Generally it is the teacher who talks and the students who listen one way to switch from teacher. Centered instruction to student centered instruction is through the use of questions. Thus skill in questioning becomes a vital component of effective teaching.

- **The art of questioning and importance of it for the Teaching Process.**

Questioning is basic to good communications. However, Proper questioning is a sophisticated art, one at which few people are proficient despite having asked thousands of questions in their lifetimes. Questioning lies at the heart of good and interactive teaching. Questions must be at the appropriate level, be of the appropriate type, and above all, be worded properly. Moreover, refining the art of questioning requires that teachers master techniques for following up on students' responses or lack of responses. We will now look at the different levels at which questions can be asked,

- **LEVELS OF QUESTIONS**

Questions may be categorized as narrow or broad. **Narrow questions** usually require only factual recall or specific, correct answers. **Broad questions**, however, can seldom be answered with a single word and often do not have one correct answer. Broad questions usually require that students go beyond simple memory and use the

thinking process to formulate answers. Although both kinds of questions are useful in the learning process, teachers traditionally rely too heavily on narrow questions at the expense of broader, thought-provoking ones.

- **Convergent and divergent question:**

Convergent questions are those that typically have one correct answer, while **divergent questions**, also called open-ended questions, are used to encourage many answers and generate greater participation of students.

Convergent vs Divergent

Examples of convergent questions:

- How many of the pilgrims who sailed on the Mayflower survived the first winter?
- Which is smaller, $\frac{5}{16}$ or $\frac{3}{8}$?
- Is saltwater denser than freshwater?

Examples of divergent questions:

- What do you predict will happen?
- What can you tell me about shadows?
- What sacrifices made by settlers traveling west by covered wagon would be most difficult for you?
- What different strategies can we use to solve the problem?

Effective teachers adapt the level of questions to their teaching objectives. If learning specific information is the objective, then narrower questions are appropriate. If thinking processes are the

objective, then more questions are needed. Since thinking can take place at several levels of sophistication, it is important that teachers be able to classify and ask questions at these levels. As teachers and as people part of the world, we ask questions to our learners and people every day. Not all questions are on the same level. Some questions are easy to answer where other questions may require a great deal of thinking. Bloom (1956) has provided us with his taxonomy to assist us to compose questions on different levels of thinking.

Critical Thinking: Levels of Questioning

	Category	Definition	Trigger Words/Phrases
LEVEL 3	Evaluation	Make a judgment of good/bad, right/wrong, effective/ineffective and support that judgment	Judge, evaluate, support position, decide, prioritize, compare and contrast in order to choose, critique
	Synthesis	Solve a problem that requires original, perceptive, or creative thinking	Compose, design, invent, create, construct, predict, imagine, write/produce an original...
LEVEL 2	Analysis	Solve a problem using knowledge of how the parts relate to the whole	Classify, compare, contrast, debate, draw conclusions, infer, deduce, investigate
	Application	Transfer information learned from one situation to another	Demonstrate, make, use map or chart to..., build, draw, discuss
LEVEL 1	Comprehension	Paraphrase or summarize	Restate, give examples, explain, describe, trace, interpret, translate, edit, measure
	Knowledge	Recall or recognize information	Recite, tell, list, memorize, define, identify, locate, select the correct..., match



• TYPES OF QUESTIONS:

Effective teachers must also ask the right type of questions, that is, you must adapt the type of question to your lesson objectives. For example, you may want to ask questions to determine the level of your students' learning, to increase their involvement and interaction, to clarify understanding, or to stimulate their awareness. These purposes all call for different types of questions.

1- Focusing Questions

Focusing questions, which may be factual, empirical, productive, or evaluative, are used to focus student attention on the day's lesson or on material being discussed. They may be used to determine what students have learned, to motivate and arouse student interest at the start of or during the lesson, or to check understanding during or at the close of a lesson.

Did students read the assigned chapter? No use discussing the material if it was not read! Did the students learn and understand the material assigned? Can students apply the information?. Focusing questions provide the answers to such questions. Factual figures out correct solutions to assigned problems and issues. Productive and evaluative questions motivate and stimulate student thinking and interest in a topic.

When you ask a question to open a lesson or discussion, it is good practice to use a productive or evaluative question, since they tend to arouse students' interest and thinking.

For example:

- What do you suppose would happen if I were to combine these two solutions?
- How could we test the hypothesis presented in the text?

2- Prompting questions

What do you do when a student fails to answer a question? Most teachers answer the question themselves or move on to another student. This tactic gets the question answered, but it fails to involve the original student in the discussion. It leaves that student with a sense of failure which, more than likely, will result in even less future participation. A better way to address an unanswered question is to use a prompting question as a follow- up.

Prompting questions use hints and clues to aid students in answering questions or to assist them in correcting an initial response. A prompting question is usually a rewording of the original question with clues or hints included. The following dialogue includes a prompting question:

"What is 5 plus 7, Pat?"

"I don't know."

"Well, let's see if we can figure it out. What is 5 plus 5?"

{Pause.}" 10."

"Right. Now, we want 5 plus 7. How many more than 5 is 7?"

{Pause .} "2."

"Good. So, if 5 plus 5 is 10 and we add 2 more, what is 5 plus 7 ?"

{pause} "12"

"Very good, pat"

Note that in this example a series of questions is used to the prompting question: " So, if 5 plus 5 is 10 and we add 2 more , what is 5 plus 7 ? " This need not always be the case, as we see develop next:

"What is the chemical formula for water, Henry?"

[Pause .) " I don't know . "

" Well , if a water molecule consists of two atoms of hydrogen and one atom of oxygen , what is its chemical formula ? ”

[Pause.] " H, O . "

"Right."

" Students often respond to questions incorrectly . As a teacher you cannot let incorrect answers pass . Of course you could give the correct answer or have another student give it. However, a better tactic is to have the student analyze his or her initial response for the error. The following sequence shows the use of prompting questions to correct an initial student response:

" Can you give me a non , Randy?"

{Pause.}"Go."

"Let's look at thar answer. What is a noun?"

(Long pause .] " A person , place , or thing ,"

"Is ,go, the name of a person. Place, or thing?"

{pause} "No."

"Good. Can you give us another example?"

"New York."

"Very good."

Note that in this example the teacher asks the student to examine the initial answer and then assists the student in arriving at a correct response through The use of prompting questions.

The use of prompting questions should give students a sense of success when they finally answer correctly. These successes should act as reinforces to students, which should result in greater participation.

3- Probing Questions

Focusing questions are used to determine the level of learning and to increase student participation, whereas prompting questions are used when no response is forthcoming. Another situation arises when

student responses lack depth. In such cases you should ask students to supply additional information through the use of probing questions.

Probing questions force the student to think more thoroughly about the initial response . They are used to develop clarification, develop critical awareness , or refocus a response. You may want to probe for clarification , Students sometimes give answers that are only half - answers or that are not well thought out.

These responses should be followed up with probing questions to force the student to think more thoroughly and to firm up the response . Examples of such probing questions are:

What do you mean by that?

What do you mean by the term.....?

Would you rephrase that?

Could you elaborate on that point?

Can you explain more fully?

You may sometimes want students to justify their answers , that is to develop their critical awareness . This can be accomplished through the use of probing questions, as in the following examples:

What is your factual basis for this belief ?

Why do you say that ?

What are you assuming ?

What are your reasons for that statement?

Are you sure there isn't more?

Finally, you may want to probe to refocus a correct or satisfactory response to a related issue. Examples of such questions are:

Let's look at this answer with respect to ...

Can you relate this answer to . . . ?

What implications does your answer have for.....?

Apply your solution to....

Can you relate Mike's earlier answer to the issue...?



Activity 1 : Identifying Types of Questions

Read the following anecdote and identify the teacher's questions as focusing (F), prompting (PT), or probing (PB). Check your responses with those given at the end of the chapter.

1- "We've been studying polygons this week and I want to review what we've studied to this point. What is a polygon?"
 "{pause} "sandy?"

"A closed figure with 3 or more sides."

2- "good, sandy. Can you name one way that we use polygons in everyday life?" {pause} "Mike?"

"Road signs have the shape of different polygons."

3- "Right. What do we call a four-sided figure?" {pause} "Helen?"

"A square."

4- "You're right in that a square has four sides, but there are many figures with four sides. What do we call all four-sided figures?"

{pause} "A parallelogram."

5- "That's another example of four-sided figure. Do you remember what the prefix quad means?"

"Yes, four."

6- "So, a four-sided figure would be a quad....?"

"Quadrilateral"

7- "Can you name the quadrilateral that has only two sides parallel and no sides equal? Sam?"

{long pause} "I don't know."

8- "Does this help?" {Teacher draws trapezoid on the board.}"A trapezoid.

9- "Very good Joe, name the triangle that has two sides of equal length."

"Isosceles triangle."

10- "Okay, Do you see an example of an isosceles triangle in this room, Mary?"

{Long pause} "Yes, the easel."

11- "Right, What is a regular polygon? Jan?"

"A polygon with all angles of equal size."

12- "Good, What else can you tell me about a regular polygon?"

"All the sides are of equal length."

The different types of questions are invaluable teaching tools. They can increase student participation and involve students in their own

learning. You should become proficient in their use. Task 10.5 will help you do that.

- **QUESTIONING TECHNIQUES**

There are certain techniques associated with asking questions that tend to increase the quantity and quality of the students' responses. In this section we will look at four such techniques.

1- Redirecting

It is a technique in which you ask several students to respond to a question in light of the previous responses . It is an effective way of building broader participation in classroom discussions. Since there must be several correct responses , the question must be divergent , productive , or evaluative . The following is an example of how you might use the redirecting tactic .

" We have now studied the contributions of several great men and women of science . Which scientist do you think made the greatest contribution ? " (Pause . Several hands go up .)

"Carol?"

"Albert Einstein."

"Mary?"

"Marie Curie."

"Mike, your opinion?"

"Thomas Edison."

Notice that in using the redirecting tactic, you do not react to the student response. Your function is simply to redirect the question to another student. Thus student participation and involvement are increased which should lead to greater learning and increased interest.

The redirecting technique can also be used effectively with students who do not volunteer to answer questions. It is important to involve no volunteers since , as noted earlier , participation leads to more learning and stimulates interest . The following is an example of how to use the redirecting technique to involve non volunteers:

" We've been discussing atomic energy as a source of power . However, there are dangers associated with its use. The question is, should we develop it as a power source?" [Long pause. Several hands go up.) "Bob?"

"Yes, I think we should. We can build with a lot of safeguards. "Okay. What do you think, Helen? ”

[Long pause) "I don't think we should. It's just too dangerous. We couldn't put in enough safeguards to make it really safe." Would you like to make a comment, Billy? "

[Long pause]" I agree with Bob. I think we could make it safe to use.

It is important to note that, in this last example, the no volunteers are not forced to answer. Rather they are given the opportunity to make a contribution to the discussion. In addition, note that they are given time to consider a response. This time is referred to as wait time , which we will discuss next.

2- Wait Time

Students need time to think, time to ponder the responses they will give to your questions. However, research (Rowe, 1974a , 1974b , 1978) has shown that teachers on the average wait only about 1 second for students to answer questions . Further research by Rowe revealed that when teachers learn to increase the time they wait following a question to between 3 and 5 seconds, the following things occur:

1. The length of student responses increases.
2. Failure to respond decreases.
3. Questions from students increases.
4. Unsolicited responses increases.
5. Confidence of students increases.
6. Speculative thinking increases.

There are two types of wait time:

Wait time 1 : is the initial time provided for the first student response to a question.

Wait time 2: is the total time a teacher waits for all students to respond to the same question or for students to respond to each other's responses to a question. Wait time 2 may involve several minutes. If you wish to raise student involvement, you must learn to increase your wait time tolerance so that students will have more opportunities to think about their answers.

The pattern of questioning that is all too typical in the average classroom is :

Teacher_____ Student A

Teacher_____ Student B

Teacher_____ Student C

It is nothing more than a question - and - answer period. The teacher asks a question of an individual student, receives an answer, move to the next student, asks a question, receives an answer, moves to the next student, and so on. Students are often given little time to think and express themselves and no time to react to react to each other's` comments. In fact, most of the questions are typically at the factual level. Appropriate use of high-level questions and wait time can often change this sequence to:

Rather than a question and answer session, you have a real discussion, Students give extended responses, comment on other students ' responses, and ask questions. There is real interest and involvement. Thus , extending the time you wait following a question

to between 3 and 5 seconds and giving students time to react to other students' responses is well worth the added effort.

3- Halting Time

Halting time is similar to wait time in that the teacher pauses during what he or she is saying to give students time to think. However, no questions are asked, and no student comments are elicited. Halting time is particularly useful when you are presenting complex material or directions.

In using halting time, you present some of the complex material or directions and then stop so that students have time to think or carry out the directions. During the halt, you visually check with the class to see whether they appear to understand what you are trying to communicate. If the students do appear to understand you continue. If on the other hand, students appear to be confused, you may want to ask questions or redo the explanation or directions.

4- Listening

Learn to listen to your students. Listen to what they have to say, and when they have finished, and only then, formulate further questions or comment on their answers. Too often Teachers are busy focusing on themselves while students are speaking. They are formulating the next question, the next explanation, or the next activity. In fact, teachers are often so eager to continue that they interrupt or cut off students before they have finished.

Develop the use of silent time. **Silent time** is the time taken after a student has finished speaking and before you reply or continue. Research indicates that teachers wait on the average only about second following a student response. Silent time, like time after asking a question, should be increased to between 3 and 5 seconds to prevent you from cutting off students and to allow time for other students to interject their comments.

Reinforcement

Once you have asked a question and an acceptable response has been given , you must decide how to react . Should you offer praise or approval , or should you merely accept the response without comment and continue with the lesson : How you react — that is , your pattern of reinforcement - has a powerful effect on the direction of the interaction in the classroom.

Reward and praise following student responses to a teacher's questions are effective in encouraging students to participate . Responses like " Good , " " Great , " " What an outstanding idea , " and " Super " may be used to effectively reward a student's correct answer . A detailed discussion of reinforcement techniques was given in Chapter 9. You may want to review these techniques at this point.

Although some reinforcement is good, the too - frequent application of reinforcement negates the benefits derived from wait time . Wait time is used to give students time to think and to give other students the

opportunity to respond. However, if you reinforce students early in an answering sequence, other students may decide not to respond because they fear their answer could not be as good as the earlier response. After all, you did say the earlier response was "super."

Rather than giving reinforcement after the initial response to a question, you should allow as many students as possible to respond, then reinforce all of them for their contributions. You can return to the best answer for further comment.

This concludes our discussion of various techniques that can be used to improve questioning skills. The next section gives some general guidelines on questioning.



Activity 2: Questioning Technique Definitions

A-Label the following definitions as wait time 2 (W2), halting time (HT), or silent time (ST). Check your responses with those given at the end of the chapter.

1: The time you wait following a student response before you continue

2: The time you allow all students in class to respond to a question

3: A pause used to give students time to think and ponder

4: The time you wait for the initial response to a question

B- Respond to each of the following items, which deal with the use of various questioning techniques. Check your responses with those given at the end of the chapter.

1: The appropriate use of wait times will usually lead to greater student participation. (True/False)

2: Student question responses should always be reinforced. (True/False)

3: The redirecting tactic requires that a student respond to a question in light of another student's response. (True/False)

4: Teacher silent time should be about 1 second. (True/False)

5: The use of halting time requires that you be proficient at asking higher- level questions. (True/False)

6: Wait time 1 may be as long as several minutes. (True/False)

7: The redirecting tactic may be used successfully with no volunteers. (True/False).

• QUESTIONING GUIDELINES

Asking good questions is an art that can be mastered with practice. The following guidelines will be helpful as you refine your skill at questioning.

1- **Ask clear questions:** Question's should ask something definite in simple, clear language that students can understand.

2- **Avoid ambiguous,** confusing constructions and excess verbiage.

- 3- **Ask your question before designating a respondent:** Ask the question, wait for the students to think about, and then ask someone for an answer. As usual, there are exceptions to this rule. When you call on an inattentive student, it is often better to call the name first so that the question will be heard. Similarly, you should call the name first when you themselves address slow or shy students, so that they can prepare themselves.
- 4- **Ask questions that match your lesson objectives:** When facts are wanted, ask factual and empirical questions. When you want to stimulate student thinking, ask productive and evaluative questions. Use different levels of questions.
- 5- **Distribute questions about the class fairly:** Avoid directing all questions to a few bright students. However, also avoid developing mechanical system for asking questions. Students can catch on to such systems as going by alphabetical or der or row by row, and they will pay attention only when they know it is their turn.
- 6- **Ask questions suited to all ability levels in the class:** Some questions should be essay and some should be difficult, so that all students will have a chance to respond to some questions correctly.
- 7- **Ask only one question at a time:** Asking two or three questions at once often confuses students. Multiple questions permit no time to think and, since several questions were asked, students are not sure which question to answer first.

- 8- **Avoid asking questions too soon:** It is usually much more effective to establish a knowledge base before initiating a questioning sequence. This is especially true when higher level questions are to be asked.
- 9- **Pause for at least 3 seconds following each question:** A 3 - second pause gives students time to think and to formulate their answers.
- 10- **Use questions to help students modify their Responses:** Use prompting and probing questions to help students to think more thoroughly about their responses. This keeps students involved in the lesson, develops better thinking skills, and reinforces the idea that students can be successful.

Chapter VIII

Evaluation Skill

Objectives of the chapter:

After completing your study of this Chapter, you should be able to :

- 1- Explain the dual role served by the evaluation process.
- 2- Explain the importance of evaluation in the learning process.
- 3- Explain why evaluation should be a continual process.
- 4- Compare and contrast diagnostic , formative , and summative evaluation.

Introduction:

All teachers must evaluate in order to determine where students are with respect to targeted learning objectives. If students have not mastered the intended material, re-teaching must be planned. Viewed in this context, evaluation performs a dual role in the teaching - learning process. It gives the teacher information regarding the level of student learning, and it provides information that can be used in planning future lessons.

Being able to identify learner difficulties is a basic skill that successful teachers must possess. No matter how well you plan and implement your lessons, some students will probably experience difficulty in achieving the desired learning outcomes. Without proper identification and remediation, these difficulties may compound until the student becomes frustrated and turns off to learning altogether. Thus, evaluation and measurement are essential components in the teaching process.

- **Definition of Importance of Evaluation:**

Evaluation is the process of making a judgment regarding student performance; measurement provides the data for making that judgment. Thus, evaluation often involves more than simply measuring academic achievement. It can be related to how well students carry out specific actions (performance) or to what they can produce (product). Sometimes you will be more interested in a student's performance than in the end

product. This is particularly true in the teaching of psychomotor skills. For example: you may want to evaluate how well your students participate group work , how well they stay on an assigned task , or how they go about adjusting a microscope in an experiment . Also, their attitudes and feelings often have a tremendous effect on learning; you should address such factors in your teaching and in your evaluation.

You teach to bring about learning. Consequently the ultimate question in the instructional process is whether or not your students have learned what they were supposed to learn. Can they display the outcomes specified in your original objectives?

More specifically, do they meet the acceptable level of performance as specified in the criterion of your objective? These objectives will call for the evaluation of cognitive skills. Thus evaluation can be required in the cognitive, psychomotor, and affective domains. These differences call for different evaluation techniques.

Evaluation in the three domains of learning requires the collection of different types of information. However, before we focus on the gathering of evaluation information in these three domains, let`s look at the different evaluation types and the different sources of evaluation information.

- **EVALUATION TYPES**

Teachers need continuous feedback in order to plan , monitor , and evaluate their instruction . Obtaining this feedback may involve the use of any one of three different types of evaluation : diagnostic , formative , and summative (see Table 5.1) . These three primary types of evaluation differ mainly in terms of their chronological position in the instruction process.

1- Diagnostic Evaluation

Diagnostic evaluations are normally administered before instruction in order to assess students ' prior knowledge of a particular topic . Their purpose is to anticipate potential learning problems and , in many cases , to place students in the proper course or unit of study . Two examples of diagnostic evaluation are (1) placement of certain elementary children in special reading programs based on standardized testing and (2) assignment of high school students to basic mathematics courses based on entrance assessment . Such evaluation is sometimes referred to as pre assessment because it is often designed to check the ability levels of students in designated areas so that instructional starting points can be established.

Diagnostic evaluation can provide valuable information to teachers about the knowledge, attitudes , and skill of students when they enter courses and can be used as a basis for remediation or special

instruction . They can be based on teacher - made tests , standardized tests , or observational techniques.

TABLE 5.1 Relationship between Diagnostic, Formative , and Summative Evaluation

	DIAGNOSTIC	FORMATIVE	SUMMATIVE
Purpose	To identify problems and group students	To promote learning	To derive a grade
Nature	Many question related to general knowledge	Few questions related to specifics	Many questions related to specific and general knowledge
Frequency of administration	Once __ usually before instruction	Frequently __before during instruction	Once_usually at conclusion of instruction

Diagnostic information gives educational planners invaluable information regarding the appropriateness of the curriculum being taught . Unfortunately, it is most frequently used to check on established levels of achievement rather than to evaluate the curriculum . Assessment of achievement test scores , for example , is too often confined to making comparisons of district group scores with national norms , whereas it could be used to make needed curriculum changes

and to renew instructional emphasis on areas found to be below the national norms . Diagnostic information also provides information needed for the correct placement of students in curricula tracks, courses , and ability groups within courses . One critical piece of diagnostic information needed by all teachers is reading ability and comprehension. If your students have reading difficulties , remedial instruction must be planned to address these deficiencies.

2- Formative Evaluation

Formative evaluation: is carried out during the instructional process to provide feedback to students and teachers on how well students are learning the material being taught. Whatever diagnostic information there was should be revised as additional written work. This permits teachers to modify their instruction as needed . As individual student deficiencies are noted , remedial the level of their peers . Some students may require more assistance work should be planned to bring the slower - learning students up to than you can provide. When this occurs , you should seek outside assistance from an appropriate specialist .

Finally , the information compensative Evaluation information is gleaned from students ' performance on oral and the observed . gained from formative evaluation can be used to vary instruction or to correct any general misconceptions that might be Formative evaluation usually focuses on small , comparatively independent pieces of instruction and a narrow range of objectives . Essentially , formative evaluation asks , "

How are we doing ? " and uses pretests , checkup tests , homework , seatwork , and classroom questioning to answer the question . The results of formative evaluation should be used to adjust instruction or the curriculum rather than to determine grades.

3- Summative evaluation

It is primarily aimed at determining student achievement for grading purposes. Grades provide the school with a rationale for passing or failing students and usually are based on a wide range of accumulated behaviors , skills , and knowledge . As the term implies, summative evaluation provides a summing of students' accomplishments. It is most frequently based upon cognitive knowledge as expressed through test scores and written work and rarely takes into account such areas of learning as values, attitudes, and motor performance.

Examples of summative evaluation include:

- end - of - chapter tests
- homework grades
- completed project grades
- Standardized achievement tests.

Summative evaluation asks. "How did we do?" And can be used to judge not only student achievement but the effectiveness of a teacher or a particular school curriculum as well. The data collected, data

collection method, and instrumentation will differ depending on the type of summative evaluation being conducted.

Although such evaluative devices as homework and tests are most often used in summative evaluation, they can also be used to diagnose learning problems and to promote learning. Thus, some devices serve a triple function: to diagnose learning problems, to promote learning, and to derive a grade. For example, homework can be analyzed to identify learning difficulties (that is, it can be used to diagnose problems), feedback comments can be written in the margins (to promote learning), and a grade can be recorded (to derive a grade) . Likewise, tests should be analyzed to determine problem areas; Then they should be returned to students and discussed to promote learning, and finally, grades should be recorded.

Evaluation should be a continual process that includes diagnostic as well as formative and summative goals. Many times you can gain valuable information regarding achievement, motor skills, or attitudes prior to or during the course of instruction. Difficulties may be noted, and if they are noted, on - the - spot feedback can be provided to remedy the situation. For example, lack of response to questioning can reveal that a concept is misunderstood. Trouble with a piece of lab equipment may suggest that students need further instruction on its use. A spot check of childrens' papers during seatwork might reveal problem areas.

Clearly, if teachers are to make accurate judgments about student performance, they need a high degree of confidence in the data they collect. In other words, they must use measurement devices that provide reliable and valid information.

MEASUREMENT ACCURACY

Reliability and validity are two qualities that every measurement device should possess. If a teacher - made test reveals that 50 Percent of a fourth grade class are below grade level in mathematic.

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