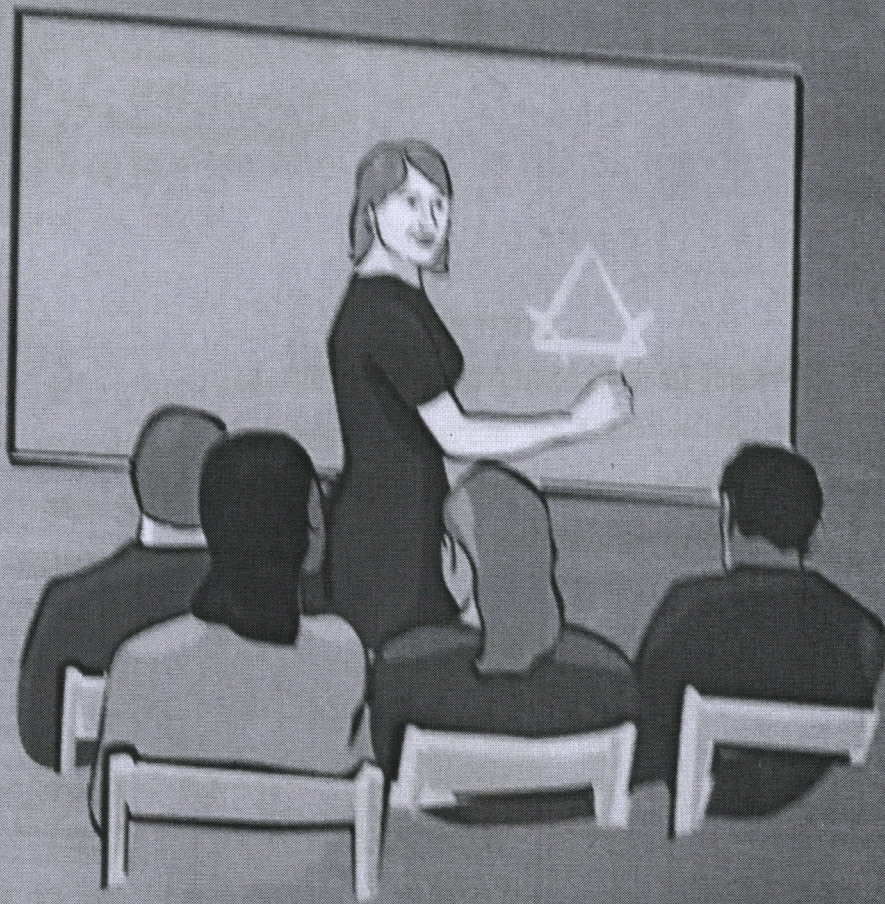


MICROTEACHING

MADE EASY




EDITOR: REV. DR S. ANILADROSS XAVIER S.J.

PUBLISHED BY
ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

Re-accredited (1st Cycle) at UPE Grade by NAAC with CCEPAAC

PALAYANKOTTAI - 627 002


Principal

St. Xavier's College of Education
(Autonomous)

Palayankottai - 627 002

Published by
Fr. Bonhoure Centre for Research
St. Xavier's College of Education (Autonomous)
(Re-accredited (3rd cycle) by NAAC at 'A' Grade with CGPA: 3.67)
Palayamkottai - 627 002
Ph: 0462- 2577630
Fax: 0462 - 2577630
email: sxcebed@yahoo.com
web: www.stxaviersbedcollege.org

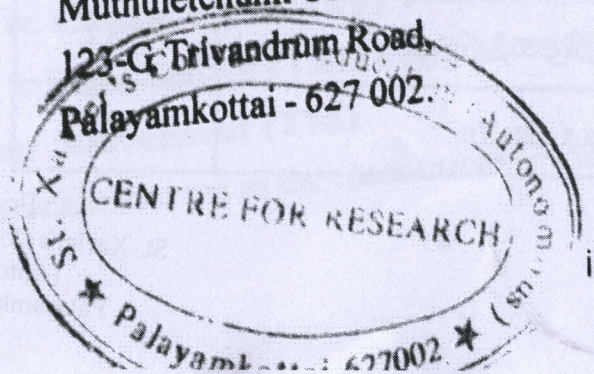
First Edition: May, 2016

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form of by any means- electronic, mechanical, photocopying, recoding or otherwise- without the prior permission of the publisher.

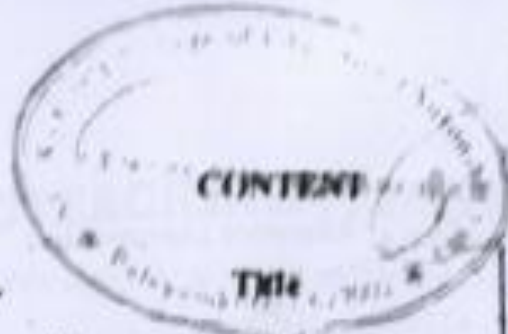
Price : Rs.195/-
ISBN : 978-93-84192-06-8

Cover Design : A. Nicholas Jegan

Printed at
Muthulechumi Offset Press,
123-G, Trivandrum Road,
Palayamkottai - 627 002.



Principal
Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002



17/2/23

Sl. No.	Title	Page No.
1	Microteaching Made Easy	1
2	I. Skill of Introducing the Lesson	9
3	II. Skill of Increasing Pupils' Participation	24
4	III. Skill of Probing Questioning	37
5	IV. Skill of Explaining	53
6	V. Skill of Reinforcement	66
7	VI. Skill of Stimulus Variation	79
8	VII. Link Lesson	93
9	முன்னறிமுகக் கற்பித்தல்	109
10	1. கிள் விளத்திறம்	120
11	2. மனவலர் பரவீடுமை அதிவிரிக்கும் திறம்	125
12	3. விளக்குதல் திறம்	129
13	4. பல்வகைத் தூண்டல் மாறுபாட்டுத்திறம்	134
14	5. வடிவூட்டல் திறம்	139
15	6. பல் அபிமுனைத்திறம்	143
16	7. இணைப்புகள்	147

Thomas

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627002

III. SKILL OF PROBING QUESTIONING

Questioning is the major device used in any teaching-learning situation. Its success lies in evoking desired responses from the pupils. Pupils respond in a number of ways and styles such as no responses, wrong response, partially correct response, incomplete response, or correct response depending upon their own development level, nature of questions and teacher's behaviour. For the realization of the teaching objectives a teacher has to learn the art of managing the responses of his pupils for eliciting desired response with the help of probing questions.

Probing question is the skill of going deep in to the pupils responses by asking a series of questions which lead the pupils towards the correct response or higher level of understanding.

Components


The components of skill of probing questioning are as follows,

- i. Prompting (P)
- ii. Seeking Further Information (SFI)
- iii. Refocusing (RF)
- iv. Redirection (RD)
- v. Increasing Critical Awareness (ICA)

i. Prompting (P)

In the teaching-learning situation it refers to the cues or hints provided by the teacher through well-framed question to a pupil for arriving at the desired response from the undesired situations like no response, incorrect, partially correct or incomplete response.

Here the teacher himself does not provide the answer to the questions asked in the classroom by him/any pupil but tries to manage the situation by giving prompts. The selection of specific prompts (hints, cues, restructuring or rephrasing of the question, step-by-step questioning) in a particular situation depends upon the factors like level of maturity and previous experience of the pupils, ability of the pupils to manipulate the relevant facts, concepts or principles logical consistency of the response and the desired response etc.


Principal

St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

(It is a technique of probing/going deep in to the pupil's initial response and leading him from incorrect or no response to correct response with examples and hints. It prevents from making unnecessary errors. It provides encouragement and self-confidence).

Seeking Further Information (SFI)

In the case of partially correct or incomplete responses, the technique of seeking further information is used. It may be defined as a technique of getting additional information from the responding pupil to bring their initial incomplete or partially correct response to the desired response level. (Eg. How will you elaborate your answer?)

Refocusing (RF)

This technique is used in a correct response situation to strengthen the response given by pupils. While refocusing, the teacher persuades the responding pupils either to relate his response with something already studied by him or to consider implications of his response in a more complex and able situations.

The questions like, how does it differ from _____ or similar _____, can you give an example to support your answer, how is it applicable to the real life situations, in what way it is different from _____? etc., are often involved in refocusing. The teacher asks the students to compare, contrast and relate.

Redirection (RD)

This technique is generally applied in a no response or incomplete response situation and requires putting or redirecting the same question to several pupils for electing desired response. Such redirection helps the teacher in the task of probing by prompting or seeking further information with the help of several pupils.

(A single question is asked to different students to get participation of more students. A question asked to many students through different small questions and then back to the main question. Whenever, after prompting, if the student is not able to answer then asking another student is also called redirection).

Increasing Critical Awareness (ICA)

This technique is used in a correct response situation to increase critical awareness among the pupils. A teacher is required to ask 'how' and 'why' of a completely correct or desired response. These questions are helpful in asking the responding pupils to justify his response for the purpose of increasing critical awareness in him.

The teacher puts higher order questions to stimulate the pupil to think beyond what the pupil knows. Eg. How does it happens?, How can you justify it?

CODING FORM - SKILL OF PROBING QUESTIONING

Components	1	2	3	4	5	6	7	8	9	10	11	12
Prompting (P)												
Seeking Further Information (SFI)												
Refocusing (RF)												
Redirection (RD)												
Increasing Critical Awareness (ICA)												

EPISODE : 1

Name of the Student Teacher	:
Name of the Skill	:	Skill of Probing Questioning
Subject	:	Botany
Concept of Teaching	:	Parts of a Flower (Calyx and Corolla)
Standard	:	IX

Teacher : Good morning students.

Student : Good morning sir.

Teacher : O.K. my dear students. All of you look at me. Raja, get up and tell me what do you see in my hand? (What am I holding?)

Student : I see a small plant in your hand sir. (You are having a plant)

Teacher : Good. Please be seated. Ranjith tell me, how many parts does a plant have?

Student : A plant have five parts.

Teacher : Mano, is it correct? **(RD)**

Student : No sir. It has six parts.

Teacher : Very good. What are those six parts? **(SFI)**

Student : Root, stem, branches, leaves, flowers and fruits.

Teacher : You are right. Rajesh, can you repeat those six parts? **(RD)**

Student : Root, stem, leaves and _____ (partially correct)

Teacher : Kannan, tell me the other parts of a plant. **(RD)**

Student : Branches, flowers and fruits.

Teacher : Good. Sathish, get up and tell me, which is the most attractive part of the plant?

Student : The most attractive part of the plant is flower.

Teacher : Why is the flower called the most attractive part of the plant? **(ICA)**

Student : Because of its beauty, attractiveness and smell.

Teacher : What are the different parts of a flower? **(SFI)**

Student : Calyx, Corolla, Androcerium and Gynocrium.

Teacher : Good. Raja, get up and tell me, which part of the flower is attached to the stem? **(SFI)**

Student : The lower part of the flower is attached to the stem.

Teacher : Very good. Sit down. What is the name of this lower part of the flower? **(SFI)**

Student : It is called stalk.

Teacher : What is the role or use of the stalk? **(SFI)**

Student : No response / wrong response.

Teacher : (Teacher shows a human skeletal system). Look at this human skeleton in the box. The entire skeleton is supported by a small spring. Now can you say the role of the stalk? **(P)**

Student : It supports the flower sir.

Teacher : Very good. What do you see on the outer portion of the upper part of the stalk?

Student : Green leaves.

Teacher : How many green leaves are seen in the flower? **(SFI)**

Student : Seven green leaves.

Teacher : Do you know the name of the green leaf? **(SFI)**

Student : No response.

Teacher : (The teacher asks the same question to another student) **(RD)**.

Std.2 : The name of the green leaf is calyx.

Teacher : Very good. Do you know the other name of calyx? **(SFI)**

Student : Yes sir. The other name of calyx is sepal.

Teacher : Good. Ranjith, get up what is the function of the calyx? **(SFI)**

Student : No response.

Teacher : Dear students if you take the ozone layer in the atmosphere, it saves/preserves/protects us from the UV radiation. Now can you say the function of the calyx?

Student : Its function is to preserve the buds. (Protect the flower in bud condition). **(P)**

Teacher : Good. In what way the calyx is different from corolla? **(RD)**

Student : No response.

Teacher : Ranjith, get up and tell me, in what way the calyx is different from the corolla? **(RD)**

Student : The corolla is of red coloured leaves, whereas the calyx is of green coloured leaves.

Teacher : Do you know the other name of corolla?

Student : Yes sir. The other name of corolla is petal.

Teacher : Very good. You are right. What is the function of the corolla? **(SFI)**

Student : The main function of the corolla is to attract the bees and other insects by its beauty and attractiveness.

Teacher : Very good. We will continue in the next class.

Student : Thank you sir.

EPISODE : 2

Name of the Student		
Teacher	
Name of the Skill		Skill of Probing Questioning
Subject		Social Science
Concept of Teaching		Asoka and Buddhism
Standard		IX

Teacher : Good morning students.
 Student : Good morning sir.
 Teacher : When did we get freedom from the foreigners?
 Student : 1947.
 Teacher : Have you seen our national flag?
 Student : Yes sir. I have seen it.
 Teacher : What are the colours found in our flag? (SFI)
 Student : Saffron.
 Teacher : (To the other student). Do you find any other colours? (SFI) (RD)
 Student : White.
 Teacher : (To the next student). Do you find any other colours? (RD) (SFI)
 Student : Green.
 Teacher : Good. What does the colour saffron signify? (SFI)
 Student : Saffron signifies sacrifice sir.
 Teacher : (To the next student). What does the colour white signify? (SFI) (RD)
 Student : Peace sir.
 Teacher : Good. (To the next student) What does the colour green signify? (RD) (SFI)
 Student : Green for fertility.
 Teacher : Very Good. (To the next student) What else we see in our national flag? (SFI) (RD)

Student : A round.
 Teacher : Does it resemble a round or a wheel? (RF) (SFI) (RD)
 Student : It is a chakra.
 Teacher : Good. What does the Chakra signify? (SFI)
 Student : It signifies Dharma.
 Teacher : Good. (To the next student). Where do you find the chakra in the flag? (SFI) (RD)
 Student : It is in the white background.
 Teacher : Good. Do you know from where was it taken? (SFI) (RD) (RF)
 Student : No.
 Teacher : (To the next student). Do you know? (RD)
 Student : No.
 Teacher : We call this chakra in the name of a king. Do you remember? (PR) (ICA)
 Student : Yes sir. Asoka chakra.
 Teacher : Good. Who was Asoka? (SFI)
 Student : He was a great emperor.
 Teacher : Good. (To the next student) Why do we call Asoka as a great king? (ICA) (SFI) (RD)
 Student : He won the battle of Kalinga.
 Teacher : Any other reasons for calling him as a great king? (SFI) (ICA) (RF)
 Student : He gave up war.
 Teacher : Good. (To the next student). What type of principle was followed by Asoka after Kalinga war? (SFI) (RD) (RF)
 Student : He followed the principle of Ahimsa.
 Teacher : (To the next student). What is Ahimsa? (SFI) (RD)
 Student : I don't know.
 Teacher : Can you do any harm to your neighbor? (PR)
 Student : No.
 Teacher : How do we call the action of doing no harm to the neighbor? (PR)

Student : Ahimsa.

Teacher : Good. Imagine yourself as Asoka. Will you give up war and follow Ahimsa after a great victory? (ICA)

Student : No.

Teacher : There lies the difference. It is perfectly right to call him as Asoka the Great for the above said reason. In the next class we shall discuss the service of Asoka to Buddhism. Thank you students.

Student : Thank you sir.

EPISODE : 3

Name of the Student Teacher	:
Name of the Skill	:	Skill of Probing Questioning
Subject	:	Mathematics
Concept of Teaching	:	Concentric circles
Standard	:	IX

Teacher : Good morning students?

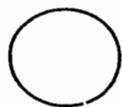
Student : Good morning sir.

Teacher : Can anyone come and draw a circle?

Student : (Draws an improper circle).

Teacher : Is this a perfect circle? Can you draw? (RD)

Student : (Draws a perfect circle).



Teacher : Can you give an example for circle? (SFI)

Student : Sun, Moon.

Teacher : Good. Can you give some more examples? (RD)

Student : Eye ball, bangle.

Teacher : What are the parts of a circle? (SFI)

Student : Centre and radius.

Teacher : Good. Can you give the definition of the circle? (SFI)

Student : Silence.

Teacher : Can you tell? (RD)

Student : The point which moves at a constant distance from a fixed point is called circle.

Teacher : Yes. The path traced by the point, which moves at a constant distance from a fixed point is called a circle. Now tell me what is the area of the circle? (RF) (SFI)

Student : πr^2

Teacher : Good. How do you get this formula? (ICA)

Student : Since the area of the circle is π times the radius squared. so we get πr^2

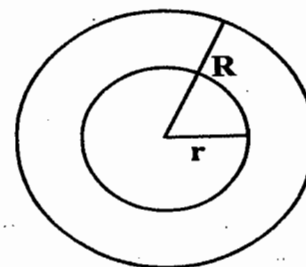
Teacher : Can you represent the radius by R? (SFI)

Student : No.

Teacher : Is it correct? (RD)

Student : No, We can also represent the radius by R.

Teacher : Now here are some circles. What is the name given to these type of circles?



Student : Silence.

Teacher : What is common in these circles? (P)

Student : Centre.

Teacher : Ok. What about the radius? (P)

Student : The radius differs.

Teacher : Yes, These circles have same centre and different radius. Now tell the name of these circle? (RF) (P)

Student : Concentric circles.

Teacher : Yes. The circle drawn on the plane with same centre and different radius is called concentric circles. (RF)

Student : Yes sir.

Teacher : Thank you students.

Student : Thank you sir.

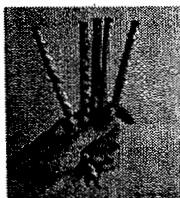
EPISODE : 4

Name of the Student Teacher	:
Name of the Skill	:	Skill of Probing Questioning
Subject	:	English
Concept of Teaching	:	Countable and Uncountable Nouns
Standard	:	IX

Teacher : Good morning students.

Student : Good morning sir.

Teacher : All of you look here. What do you see in my hands?
How many pencils are here?



Student : Five pencils.

Teacher : Why do you say five pencils and not four? Can you hear me?

Is it audible?

Student : By counting the numbers: One, two, three and four.

Teacher : Good. You are right. By counting the pencils in my hand, you have said, five pencils. So, if you can count and say exactly how many are here then are called.....(P).

Student : Countable Nouns.

Teacher : Good. Look at this picture. Who are they? What are they doing? Is it morning or evening? Are they happy or sad? Are they friends or family members? (SFI)



Student : They are drinking coffee.

Teacher : Why is it sweet? (ICA)

Student : Because sugar is added in the coffee.

Teacher : Good. Can you count the number of sugar mixed in the coffee? (SFI)

Student : No. It is impossible to count.

Teacher : Yes. You are right. Such Noun things that cannot be counted are called 'Uncountable nouns' Because they cannot be counted, they are said collectively and so they are 'Collective Nouns'.

Teacher : How to say it quantitatively? (ICA)

Student : We don't know exactly.

Teacher : To say it quantitatively, we say a spoon of/ a tea-spoon of /a handful /a kilo of/ a bag of sugar, instead of one sugar/ two sugar/three sugar as in the case of pencil. Is it clear? (RF)

Student : Yes.

Teacher : What are the two types of Noun that we have seen now? (RF)

Student : I don't know sir.

Teacher : Okay. Next. (RD)

Student : Countable noun and Uncountable noun.

Teacher : What is the major difference between these two types of nouns? (ICA)

Student : Not clear sir.

Teacher : In terms of counting....(P).

Student : Countable Nouns can be counted whereas Uncountable Nouns can't be counted.

Teacher : Can you give some examples for Countable Nouns? Look around the class and tell me.....(P)

Student : Book, rubber, scale, blackboard, bag, boy, girl, etc.

Teacher : Very good. Can you give some examples for uncountable nouns? It will be together as a group...(P). A fruit that is used in preparation of wine.... (P). Another yellow fruit...(P)

Student : A bunch of grapes, a bunch of bananas, etc.

Teacher : Good. What are the 'Wh' words used in countable and uncountable nouns? (ICA)

Student : I don't know sir.

Teacher : Next. (RD)

Student : I don't know sir.

Teacher : Both starts with 'How'....(P)

Student :

Teacher : 'How many' is used for Countable Nouns and 'How much' is used for uncountable nouns. Countable nouns have both singular and plural form. Are you clear now? (RF)

Student : Yes.

Teacher : Do we use 'Articles' before Nouns? Before countable nouns, do we use Articles? Before uncountable nouns do we use Articles? List out the Articles? Which is the Definite Article? Which are the Indefinite Articles? Where do we use Definite and Indefinite Articles? (SFI)

Student : Articles are 'A', 'An', and 'The'. 'A' and 'An' are Indefinite Articles and 'The' is Definite Article. The singular countable nouns takes the determiner, the Indefinite Article 'A' or "An". To ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun. All countable nouns can be (P) using(P).

Student : counted.....numbers.

Teacher : Could you give the plural forms of these countable nouns? (RF)

Student : Singular : One / a dog - How many ...?
 Plural : Two dogs - How many...?
 Singular : An apple - How many ...?
 Plural : Five apples - How many ...?

Teacher : Very good. Uncountable nouns are used with a singular verb. They usually do not have a plural form. Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous/having no specific shape to be counted (*liquids, powders, gases, etc.*).

Teacher : What is the meaning of the word 'amorphous'?

Student : I don't know, Sir. (Next) (RD)something that has no shape.

Student : Could you explain further uncountable nouns? (RF)

Teacher : We cannot use a/an with these uncountable nouns. To express a quantity of an uncountable noun, use a word or expression like some, a lot of, much, a bit of, exact measurement like a cup of, bag of, 1kg of, 1Litre of, a handful of, a pinch of, etc. If you want to ask about the quantity of an uncountable noun, you ask "How much?"

Teacher : Can you give some examples? (RF) You may use 'a cup of', 'a bag of' (P)

Student : Please give me a cup of water.

Teacher : Between 'countable and uncountable nouns' which has no plural form? (ICA)

Student :Uncountable Nouns.

Teacher : Very Good. You are brilliant students. You have learnt exactly and fast. Thank you students.

Student : Thank you sir.

EPISODE : 5

Name of the Student Teacher	:
Name of the Skill	:	Skill of Probing Questioning
Subject	:	Physical Science
Concept of Teaching	:	Sound Waves
Standard	:	IX

Teacher : Good morning students.
 Student : Good morning sir.
 Teacher : What happens when you put a stone in the stagnant water?
 Student : There is a disturbance on the water level.
 Teacher : Good, How do you call it? (SFI)
 Student : Don't know.
 Teacher : Will you say? (RD)
 Student : We call those circular rings as waves.
 Teacher : Can you say the types of waves? (SFI)
 Student : Don't know.
 Teacher : What is the position of ladder on wall? (P)
 Student : Slanting.
 Teacher : What is another term related with the word slanting? (P)
 Student1 : Transverse.
 Teacher : Then what are the types of wave? (SFI)
 Student2 : Transverse wave, longitudinal wave.
 Teacher : Good. How do you identify transverse wave in a wave diagram? (ICA)
 Student : No answer.
 Teacher : How do you describe the height of waves? (P)

Student1 : Maximum as well as minimum height.
 Teacher : What is the technical term used to indicate the height? (SFI)
 Student1 : Don't know.
 Teacher : Will you give the answer? (RD)
 Student2 : Crest, Trough.
 Teacher : How can you explain the transverse wave. (SFI)
 Student : A transverse wave is a wave in which the motion of the medium is a right angle to the direction of the wave.
 Teacher : Give example for Transverse wave. (SFI)
 Student1 : Don't know.
 Teacher : Next. (RD)
 Student1 : Sea wave.
 Teacher : Why beech waves are transverse in nature? (ICA)
 Student : Motion of the particles in the wave medium is perpendicular to the wave's direction.
 Teacher : Can you say another example? (RF)
 Student : A wave on a rope is a transverse wave.
 Teacher : Give another example to strengthen your answer. (RF)
 Student : Light and other electromagnetic waves are also transverse waves.
 Teacher : Can you say examples for sources of sound? (SFI)
 Student : As the Musical instruments.
 Teacher : How are the sound waves propagate? (ICA)
 Student : Through wire.
 Teacher : Does sound waves require medium to pass? (SFI)
 Student : Yes. They require medium like air.
 Teacher : Which wave has greater speed? Sound or light (ICA)
 Student : The speed of light is much faster.
 Teacher : Can you give an example to support your answer? (RF)
 Student : During rain we see lighting before thunder.
 Teacher : How do you indentify longitudinal wave? (ICA)

Student1 : Don't know.
 Student1 : Compression.
 Student2 : Rare fraction.
 Teacher : In which form the sound waves travel in air? (SFI)
 Student : Longitudinal waves.
 Teacher : Why are they longitudinal? (ICA)
 Student : Particles of the medium move in a direction parallel to the direction that the Wave moves.
 Teacher : Good. What else can you say? (SFI)
 Student : This means that the particles move left and right which in turn makes the other particles start to oscillate. Sound waves are longitudinal waves.
 Teacher : Say another example. (RF)
 Student : P wave or primary wave during an earthquake.
 Teacher : How the sound waves produced? (ICA)
 Student : Sound is created by small changes in pressure near the surface of a vibrating object.
 Teacher : Good. Thank you students.
 Student : Thank you sir.

IV. SKILL OF EXPLAINING

A teacher has to learn the skill of explaining in order to make the pupils understand many ideas, concepts or principles, which need explanation. Explanation is nothing but a few interrelated appropriate statements. Thus the skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making the pupils understand the desired concept, phenomenon or principle. The selections of appropriate statements are relevant to the age, maturity, previous knowledge and content of the concept or phenomenon.

The skill of interrelating and using the selected statements are for the proper understanding of the concept or phenomenon. Usually, meant for answering the questions how, what and why of a concept, phenomenon or principle. The skill of explaining involves increasing the occurrence of desirable behaviours and avoiding the use of undesirable behaviours.

Sl. No.	Desirable Behaviours	Undesirable Behaviours
1.	Using appropriate beginning and concluding statements	Using irrelevant statements
2.	Using explaining links	Lacking continuity in statements
3.	Covering essential points	Lacking in fluency
4.	Testing pupil's understanding	Using inappropriate vocabulary, vague words and phrases.
5.	Maintain countinuity	
6.	Be fluent in speech	
7.	Use of visual thechniques	
8.	Defining Technical word	
9.	Use vocabulary that is well known to the students	

(During the teaching-learning process of some concepts, principles and phenomenon, mere description of themes does not make