Building and Developing Core Teaching Skills via Reflective Micro-Teaching

Abdel Salam A. El-Koumy

Professor of Teaching English
as a Foreign Language
Suez University

Waad for Publication & Distribution
First Edition
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Published by Dar Waad for Publication & Distribution, 1 Souk El-Tawfekya Street, 3rd Floor, Cairo, Egypt. E-mail: darwaad@gmail.com.

First edition 2022
Deposit number in the Egyptian National Library and Archives: 27593/2022
ISBN: 978-977-730-115-2

Cataloging-in-Publication Data:
El-Koumy, Abdel Salam A., 2022
Building and Developing Core Teaching Skills via Reflective Micro-Teaching/Abdel Salam A. El-Koumy—1st ed.
Subjects: 1. Preservice Teacher Education—Core Teaching Skills; 2. Training Methods—Micro-Teaching, Video Technology, and Reflective Teaching.

Printed in Egypt
Cover image: Retrieved and adapted from https://educarepk.com/micro-teaching.htm.

DEDICATION

I dedicate this book to Almighty God for giving me inspiration, strength, and patience to accomplish it.

I also dedicate it to my late parents who taught me to face challenges with faith in God and confidence in His divine assistance. May God mercy them.

I further dedicate it to my family members who offered support to me in many ways in all my endeavors. May God reward them for it.

The author

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PREFACE

Micro-teaching experiences by themselves are not sufficient for building or developing professional teaching skills. Pre-service teacher trainees can only build and develop their teaching skills when they continually reflect on their own micro-teaching practices under controlled conditions. Therefore, this book aims at building and developing teacher trainees' core teaching skills through reflective micro-teaching in which they, individually and collectively, reflect on their own micro-teaching practices with the assistance of reflection forms in a controlled environment. More specifically, this book will theoretically and practically enable pre-service teacher trainees to:

- set SMART (specific, measurable, action-oriented, realistic and time-bound) instructional objectives at different levels in different domains;
- reinforce students' behaviors that improve teaching/learning outcomes;
- communicate effectively with students;

- use questions to scaffold learning, stimulate critical thinking, stir imagination, and to formatively assess language performance;
- interact proficiently with students;
- effectively manage group learning;
- observe, analyze and assess their own and one another's teaching behaviors;
- reflect on their own teaching skills so that they can continually improve them;
- put teaching theories into practice;
- gain confidence in teaching and develop positive attitudes towards it; and
- build rapport with one another.

Thus, the target audience of this book includes pre-service teachers and teaching practice supervisors and administrators.

CHAPTER I

CONCEPTUAL AND THEORETICAL FRAMEWORK OF REFLECTIVE MICRO-TEACHING

1.1 Introduction

Micro-teaching experiences without reflection are insufficient for developing professional teaching skills (Kagan, 1992; Plowman, 2015; Posner, 2005; Villegas-Reimers, 2003; Yang, 2009). Reflection is what converts teaching experiences into meaningful and effective learning. As John Dewey (1933) states, experience without reflection is not educative. He maintains, "We do not learn from experience. We learn from reflecting on experience" (p.78). Likewise, Gibbs (1988) asserts, "It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience it may quickly be forgotten, or its learning potential lost" (p. 14). Pyle (1995) goes so far as to say, "Experience without reflection is not education" (p. 109). Along the same line, there are many sayings in the literature that express the same notion. Among these sayings are the following:

- "Experience without reflection is like eating without digestion."
- "Experience without reflection is like running in a mouse wheel: the scene stays the same, and we don't get anywhere."
- "Experience without reflection is like bricks without mortar."
- "Experience without reflection is meaningless."
- "Experience without reflection is useless."
- "Experience without reflection is trial and error."
- "Experience without reflection is a wasted opportunity for growth and learning."
- "Experience only becomes experience when reflected upon."

In accordance with the aforementioned notion of the necessity of reflection for making teaching practice meaningful and useful, reflection has become an integral part of microteaching in pre-service teacher education, and reflective micro-teaching has become a focus of interest in pre-service teacher training worldwide (Hong, 2016; Karlström and Hamza, 2018; Menon and Ngugi, 2022). As Karlström and Hamza (2018), for

example, put it, "Reflection is an essential component of microteaching" (p. 2).

To help pre-service teachers to incorporate reflection into their own micro-teaching practices, this chapter acquaints them with the conceptual and theoretical framework of reflective micro-teaching to enable them to apply it effectively and efficiently under controlled conditions. It also presents the limitations of this training method and offers ways to overcome these limitations to help teaching practice supervisors and administrators to identify and overcome the barriers to its wide implementation, and to make well-informed and rational decisions about its optimal application in the faculties of education in Egypt.

1.2 What Is Reflective Micro-Teaching?

Reflective micro-teaching is scaled-down teaching in which pre-service teacher trainees continually reflect on their own micro-teaching practices—individually and collectively—under controlled conditions, in order to derive new thoughts and new concepts from their reflections and apply them to new practices, for the purpose of building and developing

their own teaching skills. The key characteristics of this training method are listed in the next section.

1.3 Characteristics of Reflective Micro-Teaching

Reflective micro-teaching combines the characteristics of reflective and micro-teaching practices (Abifarin, 2004; Amobi, 2005; Donaghue and Oxholm, 2017; Igwe, Uzoka and Rufai, 2013; Ike, 2017; Koross, 2016; Otsupius, 2014; Park, 2022; Ping, 2013; Remesh, 2013; Seo, 2020; Yim, 2019; Zeichner and Liston, 1996). These characteristics are the following:

- Its objectives are itemized in behavioral terms.
- Its purpose is to build pre-service teacher trainees' core teaching skills for future effective teaching.
- It is rather simple because teaching skills are practiced separately one at a time.
- It is carried out under controlled conditions.
- The duration of its sessions ranges from ten to fifteen minutes.
- It occurs in artificial classroom settings.
- Its class size ranges from three to five fellow trainees who play the role of real students. The smaller the class size, the

better the chance for each trainee to sequentially take on the role of the teacher in the same session.

- It is a form of roleplaying. In small groups of pre-service teacher trainees, each trainee sequentially takes on the role of the teacher and the role of one of the students, until each trainee in each group executes her/his lesson plan within ten to fifteen minutes in the same session, under the direction of a taching practice supervisor.
- It involves reinforcement of students' behaviors to increase the probability of repeating the desired behavior and to decrease the probability of repeating the undesirable one in the future.
- It entails immediate feedback from the teaching practice supervisor and fellow trainees.
- It involves both individual and collective reflection on micro-teaching practices for continuous learning and professional development.
- It focuses on teaching behaviors, rather than the content of a syllabus.
- It requires accountability, open-mindedness and wholeheartedness.

- It includes analysis and evaluation of one's own and one another's teaching practice to make future practice more effective.
- It is a pragmatic thoughtful process where teachers think over their teaching practice to make it better.
- It allows trainees to share insights and feedback with one another.
- It is a systematic and cyclical process that generates new insights and new understandings for continuous improvement of teaching skills.
- It entails critical thinking about the methods and outcomes of teaching.
- It necessitates re-planning and re-teaching mini-lessons to improve trainees' poor performance.

1.4 Qualities of a Reflective Teacher

A reflective teacher exhibits the following values, beliefs, attitudes and behaviors (Brookfield, 1995; Dewey, 1933; Farrell, 2013, 2022; Halbach, 2002; Hong, 2016; Kohen and Kramarski, 2012; Richards and Farrell, 2011; Schön, 1983, 1987; Tajareh and Rashtchi, 2019; Zeichner and Carl, 1984):

- S/he keeps abreast of recent trends and developments in teaching and learning.
- S/he is open-minded, responsible and whole-hearted.
- S/he incorporates morals and ethics in her/his teaching behaviors.
- S/he views teaching and learning theories with a critical eye.
- S/he regularly seeks out support and constructive feedback from students, colleagues and teaching supervisors.
- S/he is energetic and enthusiastic for continual improvement of her/his teaching practice.
- S/he deliberately and continually reflects on her/his teaching practice to develop her/his professional skills.
- S/he is aware of her/his actions inside the classroom and continually asks the questions: What am I doing and why? How can I better meet my students' needs and levels?
- Upon the completion of the lesson, s/he frequently explores the questions: Did I achieve the objective of this lesson? Why/Why not? What did I learn? What will I do differently in the next lesson?
- S/he is honest with herself/himself about personal strengths and weaknesses in teaching practice.

- S/he has the courage to admit and rectify her/his problematic areas in teaching.
- S/he is a careful observer of her/his own teaching behavior in the classroom.
- S/he views teaching from different perspectives without bias.
- S/he is willing to change her/his own teaching methods and strategies in response to reflection on and in practice.
- S/he questions the beliefs and assumptions that guide her/his teaching practice on a regular basis.
- S/he possesses an inquiring positive attitude for improving her/his teaching skills.
- S/he is open to innovative thoughts and recent trends in teaching and learning.
- S/he truly cares about all her/his students, not just certain students.
- S/he has a personal code of values and ethics.
- S/he is inclined to make judgments about teaching events and to tailor/adjust her/his teaching practice accordingly.
- S/he demonstrates a high level of commitment to sustained professional development.

- S/he exchanges and shares ideas and experiences in reflection groups.
- She is well-acquainted with reflection and how it can be implemented to improve teaching practice.
- S/he demonstrates inquisitiveness and critical thinking.
- S/he frequently questions the way s/he teaches and considers alternative ways of doing it.
- S/he works with and learns from others to improve one another's teaching practices.
- S/he examines her/his own teaching dispositions and adjusts them as needed.
- S/he gets bored of routine teaching behaviors.
- S/he is willing to ask for help and to accept help once it is offered.
- S/he possesses an enquiring mind that constantly seeks out and weighs different points of view.
- S/he is objective in analyzing and assessing her/his teaching practices and the contexts in which they occur.
- S/he is devoted to the teaching profession.
- S/he has sustained motivation for learning and professional development.

- S/he values educational technology and integrates it into teaching to support reflection.
- S/he is willing to receive and provide constructive feedback.
- S/he can use different methods/tools specific to reflective practice (e.g., video analysis, reflection checklists, keeping a teaching journal, diary, log, or portfolio).
- S/he is constantly concerned with improving the quality and effectiveness of her/his teaching practice.
- S/he is proud of being a teacher.

1.5 Phases of Reflective Micro-Teaching

There are four phases of reflective micro-teaching. These phases should be executed cyclically and repeatedly until pre-service teacher trainees achieve complete mastery of essential teaching skills, one at a time, in small-scale artificial classroom settings. These four phases are the following:

1.5.1 Knowledge acquisition phase: This phase is also known as the skill orientation phase. In this phase, the micro-teaching course instructor brings a clear understanding of a particular teaching skill to trainees; i.e., s/he provides them with a

theoretical and illustration base upon which they can rely to implement this skill. This phase includes the following:

- defining, characterizing and analyzing a particular teaching skill,
- watching a video-taped demonstration micro-lesson of the use of this particular skill in the classroom, and
- analyzing and evaluating this micro-lesson demonstration.

1.5.2 Preparation phase: In this phase, each trainee prepares a micro-lesson plan through which s/he can apply the teaching skill s/he has become familiarized with in the previous phase. While preparing this micro-lesson plan, s/he should take into account the short time (10-15 minutes) allowed for its execution. This phase includes the following activities:

- specifying the objective to be achieved upon the completion the micro-lesson,
- developing or selecting teaching-learning activities for achieving the objective of the micro-lesson,
- specifying the strategy/ies that will be used for doing these activities,
- preparing the supporting materials/audio-visual aids that will be used throughout the teaching-learning process,

- identifying criteria and preparing tasks for assessing the achievement of the micro-lesson objective, and
- assessing the quality of the lesson plan with the help of guiding checklists or questions. Some guiding questions to use for this purpose are:
  - Is the instructional objective specific, measurable, action-oriented, realistic and time-bound?
  - Are the proposed teaching-learning activities challenging and worthwhile? Do they align with the objective of the micro-lesson?
  - Does/Do the suggested teaching-learning strategy(ies) suit the learning environment, the content of the micro-lesson and the level of the students?
  - Can the suggested assessment tasks determine whether or not the objective of the micro-lesson has been achieved and where students still struggle?
  - Is time allocated appropriately for each part of the lesson?

For a micro-lesson plan example, see the Appendix of this book.

1.5.3 Implementation phase: In this phase, each trainee translates the plan s/he has prepared in the previous phase into action in an artificial classroom setting. This phase includes the following:

- In small groups of three to five trainees, each trainee sequentially takes on the role of the teacher and the role of one of the students, until each trainee in each group executes her/his lesson plan within ten to fifteen minutes in the same micro-teaching session.
- During the micro-teaching session, the teaching practice supervisor monitors all groups. S/he circulates among them to make sure that they are all on track and that each trainee in each group teaches the micro-lesson s/he has prepared in the previous phase.
- Because it is difficult for the teaching practice supervisor to directly observe all trainees' practices in all groups, these practices should be videotaped to be observed, analyzed and assessed by her/him and fellow trainees upon the completion of the micro-teaching session.

1.5.4 Feedback and reflection phase: This phase occurs immediately after the completion of the micro-lesson. It involves the following activities:

- Each trainee meets with the teaching practice supervisor and the fellow trainees who played the role of her/his students to get feedback from them on her/his implementation of the lesson plan through watching the video recording of this micro-lesson.
- Each trainee assesses and reflects on her/his teaching performance to identify her/his own weaknesses with the help of self-assessment and self-reflection forms.
- All trainees in each small group reflect on one another's practices through dialogue to share new ideas and feedback with one another, uncover personal biases, and come up with insights beyond the scope of personal reflection.
- In light of the feedback and the new insights—gathered from the teaching practice supervisor, fellow trainees, and both solitary (personal) and collaborative reflections—each trainee re-plans the micro-lesson and re-teaches it till the desired level of the teaching skill is achieved.

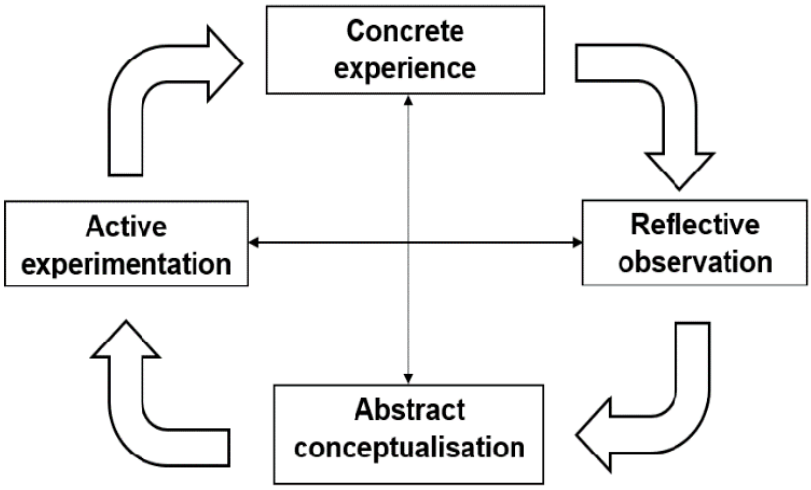
1.6 Theories of Reflective Micro-Teaching

There are three main theories which provide the groundwork for reflective micro-teaching. The first theory is the behavioral theory which proposes that behavior should be learned in small pieces, piece by piece. This theory also emphasizes positive reinforcement and repetition of the desired behavior to firmly establish it in students' minds. In accordance with this theory, micro-teaching engages trainees in practicing the teaching skills, one at a time, in small-scale artificial classroom settings. This breakdown of teaching into bite-sized skills helps trainees to acquire and retain teaching skills in the long term memory. The behavioral theory is also the basis of giving feedback to trainees, after observing and analyzing their micro-teaching behaviors by the teaching practice supervisor and fellow trainees, to help them improve their teaching performance and teach better. Based on the feedback they receive, the trainees re-plan and re-implement their mini-lessons to mend their poor performance. From the behaviorists' standpoint, pre-service teacher trainees will later on be able to integrate all the bite-sized skills and to practice teaching in real classrooms with actual students in the future.

The second theory which explains the rationale for reflective micro-teaching is John Dewey's theory 'Learning by doing'. This theory suggests that deep and meaningful learning occurs when learners perform what they learn and that the best way to learn how to teach is by teaching under the guidance of teaching practice supervisors or senior teachers. Dewey also considers reflection as an integral part of the learning experience. The importance of Dewey's theory lies in its effectiveness in building skills effectively and efficiently and embedding knowledge into the long-term memory. As Chinese philosopher Confucius (551-479 BC) put it a long time ago, "What I hear, I forget. What I see, I remember. What I do, I understand."

The third theory, upon which reflective micro-teaching is based, is Kolb's (1984) experiential learning theory. This theory purports that reflection is the core of genuine learning and that such learning occurs through a combination of experience and subsequent reflection on that experience. It further considers reflection upon experience as essential for forming new ideas and drawing implications for solidifying the connection between the experience and the meaning or

learning derived from that experience and for active experimentation where the learner applies the new ideas to a new situation and creates a new experience. More specifically, this theory suggests that effective learning occurs cyclically through these four steps: (1) concrete experience where the learner actually engages in a direct practical experience, (2) reflective observation where the learner steps back to reflect on her/his actual experience, (3) abstract conceptualization where the learner distills her/his reflective observation into new concepts and new ideas, and lastly (4) active experimentation where the learner puts the new concepts into practice to try them out. This four-step learning cycle is depicted diagrammatically in the following figure:



1.7 Advantages of Reflective Micro-Teaching

Reflective micro-teaching offers many advantages if it is well-planned and well-executed (Dada, 2015; Donnelly and Fitzmaurice, 2011; Erdemir and Yesilcinar, 2021; Joshi, 2017; Kohen and Kramarski, 2012; Lestari, 2019; Odo, 2022; Park, 2022; Seferoğlu, 2006; Seo, 2020). These advantages are the following:

- It helps teacher trainees to bridge the gap between theory and practice and allows them to try out teaching methods and strategies in a supportive teaching environment.
- It reduces the complexity of teaching.
- It helps teacher trainees to master the core teaching skills, one at a time, under controlled conditions.
- It provides teacher trainees with professional supervision and immediate, constructive feedback that enhance their teaching skills.
- It allows for repeated practice of the teaching skills without adversarial consequences.
- It prepares teacher trainees for real classroom contexts in a supportive, nonthreatening way.
- It engages teacher trainees in critical reflection about their own teaching.

- It saves trainees from encountering the problems of the crowded classrooms.
- It has the potential to develop teacher trainees' positive attitudes towards the teaching profession.
- It motivates trainees to learn more about the art of teaching in general and teaching skills in particular and to strive for improvement.
- It builds trainees' self efficacy in teaching.
- It provides an environment for exchanging ideas about teaching among teacher trainees.
- It builds and fosters relationships among teacher trainees.
- It saves teacher trainees from facing real students of whom some may be naughty and provides comfortable teaching situations where anxiety of facing real contexts is removed.
- It does not cause risks to real students in schools or waste their time due to pre-service teacher trainees' poor professionalism.
- It acquaints trainees with the characteristics/traits of an effective teacher.
- It emancipates teacher trainees from impulsive and routine actions.

- It enables teacher trainees to make rational decisions about how to teach and to assume responsibility for these decisions.
- It enhances pre-service ESL teachers' teaching skills.
- It develops professional autonomy and empowers teacher trainees to take control over their own professional development.
- It helps teacher trainees to make meaning out of their teaching experiences and to learn from them.
- It enables teacher trainees to evaluate the effectiveness of their own practice and to constantly improve its quality for better outcomes.
- It enables teacher trainees to direct their own teaching practice with foresight.
- It makes teacher trainees aware of their own strengths and weaknesses as well as the successful and unsuccessful aspects of their own teaching practice.
- It helps teacher trainees to explore the dispositions that underlie their teaching behaviors.
- It reveals the features of teaching that require further improvement.

- It promotes intellectual growth and critical thinking in teacher trainees.
- It helps teacher trainees to explore new understandings and new directions for planning the next lesson and making future practice more effective.
- It equips teacher trainees with professional skills, including decision-making, problem-solving, communication, teamwork and collaboration.
- It makes teacher trainees aware of how they think, act and interact.
- It builds teacher trainees' confidence in teaching.
- It makes teacher trainees aware of their own behavior and its effects on students.
- It helps teacher trainees to avoid burnout, dissatisfaction, and stress.
- It improves and deepens both teaching and learning.

In light of the foregoing benefits, many educational practitioners and researchers (e.g., Amobi and Irwin, 2009; Erdemir and Yesilcinar, 2021; Kim, 2018; Odo, 2022; Yim, 2019) consider reflective micro-teaching as a hallmark for pre-service teachers' professional development.

1.8 Limitations of Reflective Micro-Teaching and How to Overcome Them

Despite its many advantages, reflective micro-teaching is not free from some constraints. These constraints are the following:

- It requires a lot of special classroom settings.
- It causes management problems due to the lack of sufficient micro-teaching rooms or labs in the faculties of education.
- It requires much time and effort.
- The teaching practice supervisor cannot observe all trainees during the micro-teaching session, and therefore, immediate feedback may not be feasible for all trainees after the micro-teaching session.

To overcome the first two constraints mentioned above, reflective micro-teaching can be performed in inflatable tents which can be temporarily set up and taken down quickly in outdoor yards. Soundproof curtains can also be temporarily used during micro-teaching sessions to divide a large classroom into small rooms. These curtains can prevent outside noise from entering these temporarily small rooms and reduce sound echo.

To overcome the third limitation of the time needed for detailed reflection, the micro-teaching session should be allotted three hours per week instead of the usual two hours to allow for personal and collective reflection on the implementation of the mini-lessons once they are finished.

To overcome the last limitation, all teaching assistants in the department of curriculum and instruction should be deployed in the reflective micro-teaching process after training them well to observe, analyze, and assess micro-teaching practices to enable them to provide skilled supervision and constructive feedback to teacher trainees. Micro-teaching sessions should also be video-recorded for subsequent observation and analysis by the teaching practice supervisor and fellow trainees. The teacher trainee should also use video recording to analyze, assess and reflect on her/his own performance at any appropriate time. Additional advantages of using video recording in micro-teaching are stated in chapter two.

1.9 What Is a Micro-Lesson?

A micro-lesson is a bite-sized or a mini-lesson that focuses on a single teaching skill and can be completed within ten to

fifteen minutes. The teacher trainee teaches this micro-lesson to a small group of her/his fellow trainees under controlled conditions in the presence of a teaching practice supervisor. During the execution of this lesson, the teacher trainee's performance is video-recorded to be analyzed and evaluated by the teaching practice supervisor and the fellow trainees upon its completion. Then, the teacher trainee re-plans and re-teaches this micro-lesson, taking into account the new ideas raised during evaluation, to improve her/his poor performance.

The advantages of the micro-lesson include avoiding overloading the trainee's mind by simplifying the complexity of teaching, precluding the teacher trainee from becoming overwhelmed with many teaching skills at the same time, embedding teaching skills into the long-term memory of the trainees, and making micro-teaching more engaging and more effective (Brown, 2018). However, micro-lessons focus more on the teaching skills than the content of a syllabus. They also neglect the integration of the teaching skills and deviate from the normal path of teaching in real classroom situations.

CHAPTER II

VIDEO-MEDIATED MICROTEACHING AS A STIMULUS FOR REFLECTION

2.1 Introduction

In the past, micro-lessons were videotaped in a classical micro-teaching laboratory which was equipped with a video camera, a video recorder and a closed circuit TV.

In recent times, the use of modern mobile phones has become popular in micro-teaching sessions because the mobile phone camera provides a means to easily record a micro-teaching session and to watch the video-recording individually and collectively after the session, which can, in turn, enable teacher trainees to assess and reflect on their own teaching practice.

The incorporation of video technology into several social networking sites now allows pre-service teachers along with their teaching practice supervisors to use these social networking sites as alternatives to conventional face-to-face

classes for micro-teaching practice. Such online micro-teaching can compensate for the lack of sufficient micro-teaching settings in the faculties of education in Egypt, prevent the spread of infectious diseases, and protect teacher educators and pre-service teachers from exposure to infectious viruses in the era of pandemic.

2.2 Integration of Video Technology into Micro-Teaching

Video technology can be effectively used in micro-teaching before, during, and after teaching. Before teaching, teacher trainees can observe a videotaped demonstration of the teaching skill under focus to familiarize themselves with this skill. During teaching, the teacher trainee's microteaching performance can be videotaped, by a fellow trainee or anyone else, for subsequent observation and analysis. After teaching, the teaching practice supervisor and fellow trainees can observe the video recording for giving feedback to the trainee on her/his microteaching performance. The trainee can also watch the video recording to identify her/his strengths and problematic areas in teaching**.** Such integration of video technology into microteaching makes evaluation of, and

reflection on, teaching practices more objective and highly realistic (Eddie, 2001; Esiobu and Maduekwe, 2008).

2.3 Advantages of the Use of Video Technology in Micro-Teaching

There are abundant advantages of the use of video technology in micro-teaching (Clarke, 2009; Fadde, Aud and Gilbert, 2009; Harford and MacRuairc, 2008; Karakaş and Yükselir, 2020; Kong, Shroff and Hung, 2009; Kourieos, 2016; Kpanja, 2001; Önal, 2019; Orlova, 2009; Santagata, Zannoni and Stigler, 2007; Savas, 2012a, b; Shaw, 2017; Tripp and Rich, 2012; Welsch and Devlin, 2007; Xiao and Tobin, 2018). These advantages are the following:

- It raises trainees' awareness of their own teaching strengths and weaknesses and prompts them to build on their own strengths and to alleviate their own weaknesses.
- It allows the teaching practice supervisor to observe and evaluate each trainee's performance after each session without the loss of any details.
- It provides trainees with opportunities to interact with one another and to engage in discussion about their micro-teaching practice.

- The trainee can pause, forward, or rewind a video recording for self-paced assessment.
- It provides trainees with ample opportunities to practice collaborative reflection on their own performance and to learn from one another.
- It allows trainees to assess the non-verbal aspect of their teaching performance.
- It increases trainees' engagement which helps to boost their acquisition of the teaching skills.
- It provides trainees with a permanent record of their own teaching behaviors over time.
- It improves trainees' communication skills.
- It allows trainees to map their own progress in teaching skills at any appropriate time for them.
- It develops trainees' observational skills.
- It provides trainees with the opportunity to receive constructive feedback on their own performance.
- It contributes to professional development of teacher trainees and improves their teaching skills.
- It stimulates trainees' reflection on their own practices and promotes their reflective thinking.

- It provides the opportunity to slow down the teaching process and to reflect on micro-teaching practice in ways not possible during live observations.
- It allows for sharing teaching experiences.
- It develops analytical and critical thinking skills in teacher trainees.
- It enhances English language proficiency among teacher trainees.
- It enhances the quality of teacher trainees' reflective teaching.

2.4 Disadvantages of the Use of Video Technology in Micro-Teaching

Despite the many advantages of the use of video technology in microteaching, it is not free from disadvantages. The findings of some research studies (e.g., Agbayahoun, 2017; Koc, 2011; Liu, 2012; Tülüce and Çeçen, 2018) reported that trainees might feel uneasy and worried at being video-recorded during microteaching. However, according to the author's experience as a teaching practice supervisor, the use of video for recording and observing pre-service teachers' behaviors for reflection purposes could be quite intimidating at first, but

such intimidation disappears as pre-service teachers become acquainted with this process.

Self-assessment tool: In the mid of this course, assess the effectiveness of the incorporation of video technology into your own micro-teaching practice by responding to the following questions:

- Did video-recorded microteaching help you to identify your own strengths in teaching practice and to build on them? Substantiate your answer.

  ……

  ……

- Did video-recorded microteaching help you to diagnose and improve your problematic areas in teaching? Give a specific example.

  ……

  ……

- Did you feel distracted while being video-recorded during micro-teaching?

  ……

- Did video recording of your own micro-lessons make you feel embarrassed?

……

- Did video-recorded microteaching allow you to reflect on your teaching practice?

……

- Did micro-teaching videos allow you to engage in discussion with your fellow trainees?

……

- Did video-recorded microteaching allow your supervisor to thoroughly observe and assess your teaching practice?

……

- Did video-recorded microteaching allow you to profoundly analyze your own teaching behavior?

……

- Did you benefit from watching video recordings with your supervisor?

……

- Did video-recorded microteaching stimulate your reflection on your own teaching process?

……

- Did micro-teaching videos enable you to assess your non-verbal behavior during micro-teaching sessions?

……

- Did video-recorded microteaching allow you to receive constructive feedback from fellow trainees?

  ……

- Did video-recorded microteaching allow you to objectively assess your own micro-teaching practice?

  ……

- Did video-recorded microteaching help you to successfully manage your classroom?

  ……

- Did analyzing and assessing a video-mediated micro-teaching session contribute to improving your teaching practice in the subsequent session? Substantiate your answer.

  ……

  ……

- Did micro-teaching videos help you to improve your own teaching skills? Substantiate your answer.

  ……

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CHAPTER III

BUILDING AND DEVELOPING ESSENTIAL TEACHING SKILLS VIA REFLECTIVE MICRO-TEACHING

3.1 Introduction

Teaching is a complex profession and teachers need a set of skills to practice this profession. To make it easier to be practiced according to the behavioral theory, this chapter divides it into core skills and provides indispensable theoretical knowledge about these core skills to enable pre-service teacher trainees to practice these skills effectively and efficiently under controlled conditions. These core skills include the following skills which have been found very useful for teaching in general and language teaching in particular:

- skill of writing instructional objectives,
- skill of questioning,
- skill of reinforcing students' behaviors,
- skill of communication,
- skill of classroom interaction, and

- skill of managing group learning.

This chapter also provides reflection tools/checklists for training pre-service teachers to reflect on their own and one another's teaching preparations and behaviors to enable them to become reflective practitioners. This is because the reflection skill does not come automatically or naturally to pre-service teachers and it is unlikely for them to build and develop their teaching skills unless they are trained to continually reflect on their own teaching practices. As Yost, Sentner and Forlenza-Bailey (2000) state, “Teacher educators must find ways to imbue pre-service teachers with the intellectual and professional experiences necessary to enable them to reflect on critical levels” (p. 40). Similarly, Seferoğlu (2006) states that teacher education programs "should promote reflective abilities of prospective teachers including observation, analysis, interpretation and decision making” (p. 376). In the same vein, Norsworthy (2009) argues that reflection is a skill that "preservice teachers need to experience" (p. 107). Likewise, Rens, White and Botha (2020) state, "It is vital to remember that the reflection process does not come naturally, and the student teacher needs to be guided" (p. 253). Along the same line of thought, Choy,

Dinham, Yim and Williams (2021) emphasize that reflection is necessary for pre-service teachers' professional learning by writing, "Reflective practices are considered an important part of pre-service teachers' (PSTs) professional learning experiences" (p. 1).

3.2 Skill of Writing Instructional Objectives

3.2.1 Introduction

The writing of instructional objectives is the initial step in lesson preparation and the foundation upon which lessons are prepared. Instructional objectives also guide the teaching practice from the beginning to the end. They moreover form the basis for students' evaluation. Therefore, pre-service teacher trainees need to be skilful at writing instructional objectives for various domains of learning.

3.2.2 What is an instructional objective?

An instructional objective (also referred to as a behavioral objective) is a statement that describes an anticipated learning outcome; i.e., what the learner will be able to do after completing instruction. Basically, an objective is a specific, measurable, action-oriented, realistic and time-bound

operational statement of an expected outcome of a unit or a lesson.

3.2.3 Characteristics of a well-written instructional objective

The characteristics of a well-written instructional objective are the following (Carey and Dick, 1996; Chatterjee and Corral, 2017; Mager, 1997; Skrbic and Burrows, 2014):

- It aligns with the goals of the course.
- It is narrow and specifi; i.e., it uses only one action verb.
- It focuses on an anticipated learning outcome rather than on the learning process.
- It describes what the student will be able to do, not what the teacher will do.
- It is action-oriented; i.e., it identifies the students' performance in a measurable action verb.
- It specifies the conditions under which the students' performance will occur.
- It identifies a realistic outcome of student's learning.
- It identifies the expected degree/standard of students' outcome.
- It is stated before a unit or a lesson is developed and taught.

- It is time bound. This is usually done by using a phrase like "Upon the completion of this lesson".
- It is written with a specific domain (i.e., cognitive, affective or psychomotor) in mind.
- It is attainable within the allotted time.
- It is appropriate, but challenging, to students' ability.

3.2.4 Components of an instructional objective

An instructional objective is made up of a number of components. The most common components of an instructional objective are those identified by Marger (1997). These components are: (1) an audience for whom the objective is set, (2) behavior (an action) which is supposed to be performed by the audience upon the completion of the given task, (3) a condition by which the audience will be able to perform a given task, and (4) a degree/standard which indicates the quality and/or quantity of the audience's performance. These components are often called ABCDs of objectives, which is a memorable mnemonic.

Here is an example of a well-written objective which is made up of these four components: "By the end of this lesson, first year elementary students will be able to correctly write

interrogative past simple sentences". See an analysis of this objective in Table 1 below.

Table 1: An analysis of the preceding objective

Component	Name
By the end of this lesson	Condition
First year elementary students	Audience
Correctly	Standard
Write interrogative past simple sentences	Behavior

3.2.5 Benefits of instructional objectives

Instructional objectives offer many benefits if they are written properly and followed accurately (Ashrafi, 2013; Duchastel and Merril, 1973; Edinyang, 2016; Gagne, 1972; Gronlund, 1995, 2004; Kapfer, 1978; Srivastava and Shourie, 1989; Thalheimer, 2002; Ubi, 2014). Among these benefits are the following:

- They guide lesson planning from the beginning to the end.
- They play a pivotal role in the teaching process from the beginning to the end just like what compasses do in navigation.

- They precisely identify what knowledge, skills and attitudes students should manifest upon the completion of a unit or a lesson.
- They tell students what they should exactly learn and/or do.
- They guide instructors and students to work toward the same goals.
- They guide the selection of teaching/learning materials and strategies.
- They convey the instructional intent to parents and the public.
- They direct students' efforts toward achieving the expected outcomes.
- They provide a basis for the selection of appropriate assessment methods and tasks.
- They guide the improvement of instructional programs.
- They are a vital step towards achieving course goals.

3.2.6 Types instructional objectives

The most popular classification of instructional objectives is that of Bloom and his colleagues (1956, 1964). This classification divides instructional objectives into three types: (1) cognitive, (2) affective, and (3) psychomotor. The

cognitive instructional objectives are statements of measurable outcomes of a unit or a lesson which pertain to students' mental activities such as memorizing, comprehending, analyzing, synthesizing, and problem solving. The affective instructional objectives are statements of measurable outcomes that are related to students' values, feelings and attitudes. The psychomotor instructional objectives are statements of measurable outcomes that pertain to muscles' movements associated with mental activities (i.e., fine physical acts such as manipulation of finger muscles for handwriting and use of hand or face muscles for non-verbal communication).

3.2.7 Hierarchy of instructional objectives

Each of the three types of instructional objectives has levels of performance. The levels for each type with examples of action verbs that serve as materials for writing objectives at each level are stated in the next subsections.

3.2.7.1 Levels of cognitive objectives

There are six levels of cognitive objectives. These levels and the action verbs used for writing objectives at each level are stated from the lowest to the highest level in Table 2.

Table 2: Levels of cognitive objectives and action verbs for writing these objectives

Cognitive Levels	Description	Action Verbs
Knowledge	recognizing facts, vocabulary, concepts, principles, theories	choose, complete, define, list, match, recognize, duplicate, label, recall, find, memorize, tell, state, locate, spell, narrate, read
Comprehension	understanding and interpreting information	summarize, discuss, report, explain, infer, extrapolate, interpret, paraphrase, express, rearrange, indicate, translate, restate
Application	applying knowledge to new situations	apply, adapt, operate, practice, manipulate, utilize, employ, use, formulate, dramatize, demonstrate

Table 2 Continued

Cognitive Levels	Description	Action Verbs
Analysis	identifying the organizational structure of something	analyze, subdivide, differentiate, classify discriminate, separate, categorize, break down
Synthesis	creating something or integrating ideas/elements	modify, plan, create, formulate, assemble, collect, design, invent, organize, compose, construct, prepare, propose, produce, synthesize, develop
Evaluation	making decisions or judgments based on explicit criteria	appraise, judge, assess, criticize, rate, defend, estimate, evaluate, justify, rank, value, verify, prioritize

3.2.7.2 Levels of affective objectives

The affective objectives have five levels. These levels and the action verbs used for writing objectives at each level are stated from the lowest to the highest level in Table 3 below.

Table 3: Levels of affective objectives and action verbs for writing these objectives

Affective Levels	Description	Action Verbs
Receiving	becoming aware of an emotion or a feeling	accept, attend, reply, recognize, follow
Responding	showing new behaviors as a result of valuing an emotion or a feeling	discuss, obey, respond, answer, examine
Valuing	showing commitment to a new value	devote, report, join, pursue, justify, defend, invite, share
Organizing	integrating a new value into one's general set of values	organize, integrate, display, establish
Characterizing by a value	acting in accordance with a new value.	practice, implement, perform, carry out

3.2.7.3 Levels of psychomotor objectives

There are five levels of psychomotor objectives (Dave, 1970). These levels and the action verbs used for writing objectives at each level are stated from the lowest to the highest level in Table 4 below.

Table 4: Levels of psychomotor objectives and action verbs used in writing these objectives

Psychomotor Levels	Description	Action Verbs
Observing	paying attention to a physical event	notice, remark, select, catch sight of, detect, recognize
Imitating	imitating a physical behavior	trace, imitate, copy, replicate, repeat, follow, pursue, mimic
Practicing	practicing a specific physical activity	practice, train, exercise, perform, implement, carry out
Adapting	making adjustments to a physical activity	modify, adjust, reorganize, rearrange, change
Originating	creating a new movement pattern to fit a specific situation	create, produce, develop, originate, generate

Self-assessment task: Each one of the following objectives has something wrong. Make all better.

- The student will read aloud with fluency and accuracy.
  Better:……
- Students will interpret, analyze and evaluate what they read.
  Better:……
- Students will speak with clarity and purpose.
  Better:……
- Students will apply reading strategies to improve their comprehension.
  Better:……
- They will read fluently and enjoy reading.
  Better:……
- Students will develop speaking skills.
  Better:……
- Students will develop necessary listening skills.
  Better:……
- Students will recognize elements of the narrative text structure.
  Better:……

Self-assessment task: Analyze each of the following objectives into component parts:

- By the end of this unit, first year elementary students will be able to accurately name upper and lower case letters of the alphabet and pronounce the corresponding sound for each letter.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): ……..

  Condition(s):……

  Standard:……..

- By the end of this lesson, first year secondary students will be able to correctly identify the main idea and supporting details in a reading text.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): …….

  Condition(s):……

  Standard:……..

- By the end of studying the prescribed novel, second-year secondary students will be able to explain in details how the settings of the this novel affected its characters.

Audience: ……

Type of objective: ……..

Observable Action (Behavior): ……..

Condition(s): ……

Standard: ……..

- By the end of this lesson, first year secondary students will be able to correctly use the passive voice to write a composition on how villages can be improved.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): …….

  Condition(s): ……..

  Standard: …….

- By the end of this lesson, first year elementary students will be able to flawlessly use the past simple tense to write a paragraph on how they spent their weekend.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): ……..

  Condition(s): ……

  Standard: ……..

- By the end of this lesson, third year secondary students will be able to speak with clarity about the effects of smoking on the individual and the society.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): ……..

  Condition(s): ……

  Standard: ……..

- By the end of this unit, first year elementary students will be able to precisely name all letters of alphabet and pronounce their corresponding sounds.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): ……...

  Condition(s): ……..

  Standard: ……..

- By the end of this lesson, third year secondary students will be able to fluently speak about their future plans.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): ……...

  Condition(s): ……

Standard: ……..

- Upon the completion of this lesson, first year elementary students will be able to perfectly change the singular noun to its plural form.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): ……..

  Condition(s): ……

  Standard: ……..

- Upon the completion of this lesson, third year secondary students will be able to correctly apply the rules of the subject-verb agreement.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): …….

  Condition(s): ……..

  Standard: …….

- Upon the completion of this lesson, first year secondary students will be able to correctly write a comparison-contrast essay.

  Audience: ……

  Type of objective: ……..

Observable Action (Behavior): …….

Condition(s): ……..

Standard: …….

- Upon the completion of this lesson, second year secondary students will be able to perfectly write a cause-effect essay.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): …….

  Condition(s): ……..

  Standard: …….

- By the end of this unit, first year secondary students will be able to excellently translate a paragraph from English to Arabic.

  Audience: ……

  Type of objective: ……..

  Observable Action (Behavior): …….

  Condition(s): ……..

  Standard: …….

- By the end of this lesson, second year secondary students will be able to faultlessly use transitional words and phrases in writing a narrative text.

Audience: ……

Type of objective: ……..

Observable Action (Behavior): …….

Condition(s): ……..

Standard: …….

Peer-assessment tool: Read a mini reading lesson plan prepared by a fellow trainee and assess the quality of the objective s/he set for this mini lesson by answering the following questions:

Name of the assessor: …….

Name of the assessee: …….

- What type of objective did your fellow trainee set for this micro-lesson?

  ……

- Does this instructional objective relate to the goals of the course?

  ……

- Is this instructional objective well-written without any ambiguity or scope for misunderstanding?

  ……

- Is this instructional objective attainable within the time frame of the micro-teaching session?

……

- Is this instructional objective observable and measurable?

……

- Is this instructional objective concise, but complete?

……

- Does this instructional objective focus on students' behavior rather than the teacher's behavior?

……

- Does this instructional objective contain an audience?

……

- Does this instructional objective contain a standard of achievement?

……

- Does this instructional objective contain a realistic student outcome?

……

- Is this instructional objective action-oriented?

……

- Is this instructional objective time-bound?

……

- Does this instructional objective target one specific outcome by using one action verb?

  ……

- Does this instructional objective address a cognitive level consistent with the ability level of the students?

  ……

- Is this instructional objective appropriate, but challenging, to students' ability?

  ……

- Does this instructional objective focus on what the students will be able to do upon the completion of the micro-lesson rather than what they are going to do during the lesson?

  ……

- Is it feasible to get evidence of the standard of students' achievement of this instructional objective?

  ……

- Did this instructional objective guide your fellow trainee's lesson plan from the beginning to the end? Substantiate your answer.

  ……

  ……

3.3 Skill of Questioning

3.3.1 Introduction

The skill of questioning is an essential teacher behavior. It is central to teaching, learning and assessment. Therefore, pre-service teacher trainees need to master this skill to apply it efficiently and proficentlly in the classroom.

3.3.2 What is questioning?

The skill of questioning is the ability of asking questions that promote effective teaching and learning and incorporate formative assessment into the teaching-learning process.

3.3.3 Benefits of questioning in the classroom

Questioning has a large number of benefits in the classroom (Brualdi, 1998; Collier, 2018; Dillon, 1983; Gunn, 2008; Johnston, Markle and Haley-Oliphant, 1987; Langrehr, 1993; Meyer, 1984; Ornstein, 1988; Stiggins and Liston, 1988; van Zee and Minstrell, 1997; Wragg, 2001). These benefits include:

- It improves the quality of teaching.
- It involves students in the learning process.

- It invites students to think deeply and to actively construct knowledge.
- It promotes classroom interaction.
- It improves students' speaking and listening skills.
- It helps to build positive relationships between the teacher and the students and among the students themselves.
- It improves students' negotiation skills.
- It helps the teacher to identify gaps and misunderstandings in students' learning.
- It helps the teacher and the students to exchange and share ideas.
- It scaffolds students in complex learning situations to achieve objectives and reach goals.
- It promotes students' ability to think critically.
- It helps students to interact with one another.
- It sparks curiosity in students.
- It attracts students' attention during the teaching-learning process.
- It removes students' stress and builds their self-esteem.

- It allows teachers to formatively assess students' progress and to summatively evaluate the achievement of instructional objectives.
- It helps the teacher to make informed decisions about teaching and learning.

3.3.4 Characteristics of effective questions

An abundant literature identifies the characteristics of effective questions (Blosser, 2000; Cazden, 2001; Chuska, 1995; Dillon, 1983; Elder and Paul, 2009; El-Koumy, 2019; Partin, 1979; Walsh and Scattes, 2005; Wilen, 1991; Wilen and Clegg, 1986). These characteristics are the following:

- They are open-ended.
- They trigger evaluation, analysis and synthesis of information.
- They provoke thought and elicit various perspectives.
- They request students to elaborate, defend, verify, critique and justify.
- They invite students to explore alternative solutions.
- They incite students to see the relationships between and among ideas.

- They invite students to put forward their ideas and elaborate on these ideas.
- They provoke students to think more deeply about the topic under discussion.

3.3.5 Types of questions

There are numerous classfications of questions. The most common types of questions used for teaching and learning are the folowing:

3.3.5.1Closed questions: This type of questions solicits only one acceptable answer. It does not allow students to consider various points of view. As Clark, Anderson, Kuo, Kim and Nguyen-Jahiel (2003) state, "When questions have only one right answer, students are not able to consider alternative points of view" (p. 182). Therefore, this type of questions kills interaction and stifles students' thinking. However, this type of questions is useful in fact-finding settings and checking students' recall of facts. Examples of this type of questions include:

- Who discovered …?
- What was Shakespeare's first play?
- Do you smoke?

- Did you travel by train or bus?

3.3.5.2 Open questions: This type of questions solicits a wide range of long answers. It requires students to analyze, synthesize and evaluate information. It also allows students to express their own ideas and generate alternative perspectives. Therefore, it stimulates students' imaginative and creative thoughts and promotes their higher order thinking skills. Answers to this type of questions generally fall into a wide range of acceptability, and the correctness of these answers is based on logical reasoning. Examples of this type of questions include:

- What do you think will happen next?
- What are the pros and cons of …?
- How did you arrive at this conclusion?
- What are the consequences of …?

3.3.5.3 Socratic questions: This type of questions stimulates original thought and elicits various viewpoints. It also triggers students to support their viewpoints with reasons, examples and evidence. Table 5 presents the most popular six categories of this type of questions (Paul and Elder, 2007).

Table 5: Categories of Socratic questions with examples

Categories of Socratic Questions	Examples
Questions for clarification	• Why do you say that? • How does this relate to our discussion (issue, problem)? • What do you mean by …? • Could you put this another way? • Could you explain that further?
Questions that probe assumptions	• On what basis do you think this way? • What could you assume instead? • How can you verify this assumption? • You seem to be assuming . . . . How would you justify taking this for granted? • What would happen if . . . ?
Questions that probe reasons and evidence	• What makes you think so? • How do you know? • Do you have any reasons/evidence to support your view? • Are those reasons sufficient for believing that?

Table 5 Continued

Categories of Socratic Questions	Examples
Questions about perspectives	• You seem to be approaching this issue from…perspective. Why have you chosen this perspective? • What do you mean by saying that? • What are the strengths and weaknesses of this viewpoint? • Compare . . . and . . . with regard to . . . . • What are the similarities and difference between . . . and . . . ?
Questions that probe implications	• Is there another possible interpretation? • Is there a more logical inference you can make in this situation? • How does . . . affect . . .? • What generalizations can you make? • How did you reach this conclusion?
Questions about questions	• What does this question assume? • What is the point of this question? • Could you put this question differently? • Why is this question important? • How does this question relate to our discussion?

3.3.6 Levels of cognitive questions

Just like cognitive instructional objectives, cognitive questions can be arranged in a hierarchical order, moving from the lowest level to the highest level of cognition. The first three levels are regarded as lower level questions because they emphasize recall, comprehension, and application of information. The higher three levels of cognitive questions require students to analyze, synthesize and evaluate information. The levels of cognitive questions with question words and examples are stated in the following two sections.

3.3.6.1 Lower level questions

3.3.6.1.1 Knowledge questions

This type of questions asks students to recall information. Knowledge question words include: define, list, identify, select, name, point out, label, Who, What, Where, When, etc.

Examples of knowledge questions include:

- What is a knowledge question?
- When did …happen?
- Where are Egypt pyramids located?
- Who discovered America ?

3.3.6.1.2 Comprehension questions

This type of questions asks students to show their understanding of ideas. Comprehension question words include: state in your own words, explain, summarize, paraphrase, etc.

Examples of comprehension questions include:

- Summarize this passage in your own words.
- Paraphrase this poem in your own words.
- What is the overall theme of this passage?
- What does this sentence suggest?

3.3.6.1.3 Application questions

This type of questions asks students to transfer knowledge or skills to new situations. Application question words include: demonstrate, use, illustrate, show, apply, etc.

Examples of application questions include:

- How could you solve … using…?
- How could you organise …to show ... ?
- How could you use...?
- How will you apply this in life outside the classroom?

- How will you apply this theory in the real world?

3.3.6.2 Higher level questions

3.3.6.2.1 Analysis questions

This type of questions asks students to break the whole into parts and/or to describe relationships among parts. Analysis question words include: distinguish, diagram, chart, arrange, separate, analyze, classify, contrast, compare, differentiate, categorize, etc.

Examples of analysis questions include:

- What are the parts of ...?
- How is… related to ... ?
- How can you classify ... ?
- What is the relationship between ... and …?
- What are the differences between… and …?

3.3.6.2.2 Synthesis questions

This type of questions asks students to create something new by combining ideas from different sources. Synthesis question words include: compose, invent, hypothesize, build, solve, design, develop, etc.

Examples of synthesis questions include:

- How can you improve ... ?
- What is an alternative way for... ?
- How can you adapt ...to create a different ...?
- What can be done to minimize/maximize …?
- What could be changed to improve...?

3.3.6.2.3 Evaluation questions

This type of questions asks students to make value decisions about issues based on specific criteria. Evaluation question words include: evaluate, rate, defend, judge, verify, justify, etc.

Examples of evaluation questions include:

- What is your opinion of ... ?
- What is the value/importance of ... ?
- How can you rate ... ?
- What can you say to defend …. ?
- What judgement can you make about ... ?
- How can you justify ... ?

Peer-assessment task: Observe a mini reading lesson while being taught by a fellow trainee, in a live classroom or on a

video recording, and write down the questions s/he asked at the various cognitive levels.

Name of the assessor: …….

Name of the assessee: …….

Remembering:

- …….?
- …….?
- …….?
- …….?

Understanding:

- …….?
- …….?
- …….?
- …….?

Applying:

- …….?
- …….?
- …….?
- …….?

Analyzing:

- ……?
- ……?
- ……?
- ……?

Synthesizing:

- ……?
- ……?
- ……?
- ……?

Evaluating:

- ……?
- ……?
- ……?
- ……?

Peer-assessment tool: Replay the video tape of the preceding lesson and rewatch it to assess the types and the quality of the questions asked by your fellow trainee throughout this lesson by responding to the following questions:

Name of the assessor: ……..

Name of the assessee: ……..

- Which type of questions did your fellow trainee vastly ask in this lesson?

  ……

- Did your fellow trainee ask follow-up questions that require students to clarify and expand their responses to lift their thoughts to higher levels?

  ……

- Did your fellow trainee overuse lower cognitive questions throughout this lesson?

  ……

- Did your fellow trainee ask open-ended, rather than closed questions?

  ……

- Did your fellow trainee avoid vague questions in this lesson?

  ……

- Were the content and the language of the questions appropriate to the proficiency level of the students?

  ……

- Were your fellow trainee's questions well-formulated?

……

- Were your fellow trainee's questions clearly-worded?

……

- What were the types of questions that students failed to answer?

……

……

- Of all the questions asked during this lesson, what were the proportions of comprehension questions to synthesis and evaluation questions?

……

……...

- Did your fellow trainee's questions address a range of cognitive levels consistent with the proficiency level of the students?

……

- Did your fellow trainee ask lower level questions more than higher order thinking questions?

……

- What was the proportion of lower level questions to higher order thinking questions in this lesson?

……

- Did your fellow trainee use different types of questions?

……

- Did your fellow trainee ask divergent questions that elicit various views?

……

- Did your fellow trainee ask questions that stimulate students' imagination?

……

- Did your fellow trainee ask challenging and thought-provoking questions?

……

- Did your fellow trainee ask evaluative questions that require students to judge events or things?

……

- Did your fellow trainee ask inferential questions that require students to infer the author’s attitude and bias within the text?

……

- Did your fellow trainee use questioning to guide students' thinking?

……

- Did your fellow trainee's questions help her or him achieve the objectives of the lesson?

  ……

Peer-assessment checklist: Observe a mini oral lesson while being taught by a fellow trainee, in a live classroom or on a video recording, and assess the questioning and answering strategies used in this lesson by responding to the following checklist items with a Yes (✓), No (X), or Not Applicable (N/A):

Name of the assessor: ……..

Name of the assessee: ……..

- ☐ My fellow trainee addressed the question to the entire class to encourage all students to think about an answer before choosing the respondent.
- ☐ My fellow trainee asked students for evidence to support their points of view.
- ☐ My fellow trainee addressed her/his questions to non volunteers, rather than volunteers.
- ☐ My fellow trainee reworded questions to make them clearer when students did not understand them.

- My fellow trainee used questions at the beginning, middle, and end of the lesson.
- My fellow trainee nominated students to answer her/his questions.
- My fellow trainee responded to students' answers using reinforcement.
- My fellow trainee reinforced students responses in a positive way to encourage them to participate.
- My fellow trainee gave students enough time (3-5 seconds) to think before answering her/his questions.
- My fellow trainee allowed appropriate time (5-8 seconds) for answering her/his question before asking another question.
- My fellow trainee called on students randomly to answer her/his questions.
- My fellow trainee invited students who were reticent to answer questions.
- My fellow trainee avoided asking too easy and too difficult questions.
- My fellow trainee distributed questions to all students in the classroom.

- My fellow trainee showed a genuine interest in listening to all studenrs' responses.
- My fellow trainee used follow-up questions to ask students for more details and to get clarification of their answers.
- My fellow trainee made eye contact with students when asking them and listening to their answers.
- My fellow trainee asked only the brightest students.
- My fellow trainee punished some students by addressing difficult questions to them.
- My fellow trainee ignored the answers of some students.
- My fellow trainee let students who had answers raise their hands to choose the respondent from them.
- My fellow trainee scaffolded students to respond to her/his questions correctly.
- My fellow trainee asked students to justify their responses.
- My fellow trainee encouraged multiple responses to her/his questions.
- My fellow trainee punished students for their incorrect answers.
- My fellow trainee encouraged students' questions about her/his own questions.

3.4 Skill of Reinforcing Students' Behaviors

3.4.1 Introduction

The skill of reinforcing students' behaviors is one of the essential teaching skills that a teacher should possess. It prompts students to repeat the appropriate behavior and to desist the inappropriate behavior. Therefore, a teacher should be skilled enough at reinforcing students' behaviors.

3.4.2 What is reinforcement?

From the behaviorist perspective, reinforcement is a verbal/non-verbal behavior that increases the probability of the repetition of the desired behaviors and decreases the probability of the recurrence of the undesired behaviors.

3.4.3 Types of reinforcement

There are two major types of reinforcement. These two types are: positive and negative reinforcement. The positive reinforcement is given on students' desired behavior. It is classified into verbal and non-verbal positive reinforcement. The verbal positive reinforcement is given by words or phrases like good, very good, excellent, well done, right, great, etc. The non-verbal positive reinforcement is exhibited

by body gestures and movements. It is usually shown by smiling, thumbs up, hands clapping, nodding, patting on back, touching on shoulder, touching on head, etc.

The negative reinforcement is given on students' inappropriate behavior. It is also divided into verbal and non-verbal negative reinforcement. The verbal negative reinforcement is given by words like wrong, incorrect, inaccurate, etc. The non-verbal negative reinforcement is used to show dissatisfaction without talking. It is indicated by body gestures such as staring, frowning, making a sad face, moving a vertical index finger right and left, etc.

It is important here to note that the purpose of negative reinforcement is to eliminate undesired behaviors, not to punish students. Therefore, the teacher should avoid using words such as fool, idiot, and stupid because these words criticize the student herself/himself, not her or his unsatisfactory performance. They also humiliate the student and make her/him prefer silence to talking in the classroom.

3.4.4 Benefits of reinforcement

There are several advantages of reinforcing students' behaviors (Conroy, Sutherland, Snyder, AlHendawi and Vo 2009; Cotton, 2008; Gettinger, 1983; Health Staff (PTY) Ltd, 2015; Hoque, 2013; Laura and Peters, 2010; Morin, 2017; Uddin, Hena and Shanil, 2017; Vinay, 2019). These advantages include:

- It increases the possibility of the repetition of the desired behavior in similar situations in the future.
- It strengthens appropriate classroom behaviors and develops good behavior habits.
- It encourages students to participate in teacher-students' interactions.
- It encourages students to actively participate in the teaching-learning process and to persist in learning.
- It makes students feel good about themselves and their skills.
- It motivates students to build and maintain mastery in oral language skills.
- It makes students feel valued and respected.
- It fosters and maintains students’ motivation for learning.
- It builds students' self-confidence and self-esteem.

- It increases students' engagement in the learning environment.
- It encourages students with disabilities to perform better and develops their desirable behaviors.
- It helps the teacher to establish and maintain classroom discipline.
- It encourages students to continue their good practices and to maximize their learning.
- It motivates students to successfully achieve the assigned objectives.
- It strengthens the teacher-student relationship.
- It can boost students' morale and learning performance.
- It decreases the probability of the recurrence of the undesired behaviors in the future.

However, exaggeration of positive reinforcement may lead to student self-inflation which can negatively affect her/his outcomes. Therefore, this type of reinforcement should be used duly, appropriately and immediately for desirable behaviors to harvest the aforementioned benefits.

Self-assessment task: Watch a video recording of your teaching of a mini oral lesson and write down the words, phrases and non-verbal signals you used for reinforcement in the following observation sheet:

Type of Reinforcement	Verbal Expressions and Non-verbal Signals
Verbal positive reinforcement	• …… • ……
Non-verbal positive reinforcement	• …… • ……
Verbal negative reinforcement	• …….. • ……..
Non-verbal negative reinforcement	• …… • ……

Peer-assessment tool: Observe a mini oral lesson while being taught by a fellow trainee, in a live classroom or on a video recording, and assess the types and the strategies of reinforcement s/he used in this lesson by answering the following questions:

Name of the assessor: ……..

Name of the assessee: ……..

- What types of reinforcement did your fellow trainee use in this lesson?

  ……

  ……..……

  ……..……

- What type of reinforcement did your fellow trainee use most of the time?

  ……

- What is the most common word/expression used for praise by your fellow trainee?

  ……

- Did your fellow trainee give positive reinforcement to only certain students?

  ……

- What words/phrases did your fellow trainee say when the student failed to give the correct answer?

  ……

  ……

  ……

- Did your fellow trainee vary the style of reinforcement to avoid monotony?

……

- Did all students receive positive reinforcement on their correct answers?

……

- What forms of non-verbal signals did your fellow trainee use for positive reinforcement?

……

……

……

- What is the ratio between the positive and negative reinforcement used by your fellow trainee?

……

- Did your fellow trainee make sure that the student had finished exhibiting the behavior before providing reinforcement?

……

- Did your fellow trainee avoid patting on back and touching on shoulder or head with opposite-sex students?

……

- Did all students correctly interpret your fellow trainee's non-verbal signals?

……

- Do you think that the types of reinforcement used by your fellow trainee affected the quality and quantity of students' participation in this lesson? Substantiate your answer.

  ……

  ……

  ……

3.5 Skill of Communication

3.5.1 Introduction

Communication is vital for both teaching and learning in the classroom. It is crucial for exchanging ideas and thoughts between the teacher and the students and among the students themselves. It can also stimulate students' thinking, develop their attitudes towards learning, and enhance their motivation for learning. As Davies (2001) states, "Communication not only conveys information, but it encourages effort, modifies attitudes, and stimulates thinking. Without it, stereotypes develop, messages become distorted, and learning is stifled" (p. 1). Therefore, she (Davies) asserts, "Being able to communicate is vital to being an effective educator" (loc. cit).

3.5.2 What is classroom communication?

Classroom communication is the act of passing information, ideas, and thoughts from the teacher to the students and among the students in the classroom.

3.5.3 Advantages of classroom communication

Classroom communication has many benefits to both students and teachers (Burgoon, Guerrero and Floyd, 2016; Hogan and Stubbs, 2003; Papadopoulos, 2019; Parikh, Esposito and Searock, 2014). Among these benefits are the following:

- It is used for conveying information to students.
- It allows for sharing ideas and perspectives.
- It helps teachers to draw and maintain students' attention.
- It provides students with comprehensible input.
- It helps the teacher to interact with her/his fellows and supervisors.
- It creates a positive learning atmosphere in the classroom.
- It is vital for meaningful interactions with students in the classroom.
- It establishes rapport between the teacher and the students and among the students themselves.
- It is used for assessing students' progress in the classroom.

- It is vital for giving feedback to students in the classroom.
- It develops students' critical thinking.
- It allows students to learn from each other and to get feedback on their performance.
- It helps teachers in managing classrooms.

3.5.4 Characteristics of an effective teacher-communicator

The following are the characteristics of an effective teacher-communicator (Garfield, 2019; Mack, 2017; Thomas, 2016):

- S/he understands her/his audience's interests and needs.
- S/he can use different communication styles and alter/adjust his or her style to meet the needs and the level of students.
- S/he is able to engage in self-monitoring while speaking to students.
- S/he is able to establish positive relationships with students, colleagues, administrators and parents.
- S/he thinks of what s/he is going to say.
- S/he is able to speak concisely and clearly.
- S/he looks straight in the eyes of her/his interlocutors and maintains eye contact with them.

- S/he allows students to express their own ideas and opinions.
- S/he shows respect to her/his students by blocking out or eliminating external distractions.
- S/he can skillfully attract students' attention and make them feel at ease.
- S/he can speak to a variety of students and for a variety of purposes.
- S/he is able to resolve conflicts and to overcome communication barriers.
- S/he is receptive and responsive to students' verbal and non-verbal behaviors while speaking to them.
- S/he is able to use and interpret body language.
- S/he listens attentively to what students say.
- S/he accepts differences in students' perspectives.
- S/he uses the language correctly and coherently.
- S/he avoids vague words and phrases.
- S/he can stay calm under pressure.
- S/he provides constructive feedback on what students say.
- S/he appreciates students' perspectives and opinions.
- S/he is polite, empathetic, confident and friendly.

- S/he is able to convey tolerance, empathy and concern while s/he is speaking.

3.5.5 Types of communication

There are two major types of communication. These two types are discussed briefly in the next two subsections.

3.5.5.1 Verbal communication

Verbal communication is the use of words to transmit information to other people (Krauss, 2002). This type of communication is further divided into four subtypes (Dance and Larson, 1976). These subtypes are:

- Intrapersonal communication: This subtype of verbal communication refers to communication with one's self. It occurs internally and includes acts of imagination, self-talk, and recall of information.

- Dyadic communication: This subtype of verbal communication takes place between two individuals. It can happen in face-to-face meetings, on the phone or via online platforms.

- Small group communication: This subtype of verbal communication takes place among more than two people. It occurs online or offline.

- Public communication: This subtype of verbal communication occurs when a person speaks to a large audience online or offline.

3.5.5.2 Non-verbal communication

Non-verbal communication is a type of communication in which persons convey their feelings, attitudes, needs and thoughts by using physical behaviors or body language (Anjali and Emmanuel, 2015; Miller, 1981). This type of communication is an integral part of effective communication. It complements and enhances the teacher's ability to communicate effectively with her/his students. Thus, it is as important as verbal communication and is inseparable from it. Below are the most common subtypes of non-verbal communication:

- facial expressions,
- proximity,
- gestures,

- touch,
- eye contact, and
- silence.

Peer-assessment tool: Observe a mini oral lesson while being taught by a fellow trainee, in a live classroom or on a video-recording, and assess her/his communication behaviors by answering the following questions:

Name of the assessor: …….

Name of the assessee: …….

- What was the subtype of verbal communication extremely used by your fellow trainee?

  ……

  ……
- What subtypes of body language did your fellow trainee use in this lesson?

  ……

  ……

  ……
- Do you think your fellow trainee's body language supported her/his verbal communication? Give specific examples.

……

……

- What were the hand gestures used by your fellow trainee?

……

……

- What was the subtype of non-verbal communication exceedingly used by your fellow trainee in this lesson?

……

- Did your fellow trainee coordinate between verbal and non-verbal communication throughout her/his communication with students?

……

- What was the proportion of your fellow trainee's use of verbal communication to non-verbal communication?

……

- Did your fellow trainee employ non-verbal communication effectively in this lesson? Substantiate your answer.

……

……

- Did your fellow trainee use non-verbal communication to support or to replace verbal communication in this lesson?

……

- Did your fellow trainee's use of non-verbal communication cause confusion and misunderstanding?

  ……

- What were the vebal and non-verbal communication barriers faced by your fellow trainee in this lesson?

  ……

  ……

- What were the subtypes of non-verbal communication used by your fellow trainee for providing positive reinforcement?

  ……

  ……

- Do you think that your fellow trainee's use of verbal and non-verbal communication enhanced classroom interaction?

  ……

- Do you think that your fellow trainee's use of verbal and non-verbal communication helped her/him to effectively manage the classroom ? Substantiate your answer.

  ……

  ……

3.6 Skill of Classroom Interaction

3.6.1 Introduction

Interaction in the classroom plays a central role in the teaching-learning process. It allows the teacher to share information, ideas and experiences with her/his students and to involve them in the teaching-learning process. It also helps the teacher to manage her/his classroom. Therefore, it is one of the critical skills the teacher should acquire. It is also essential that the teacher should be trained to use a system for encoding and tabulating classroom interaction to be able to analyze, decode and improve it.

3.6.2 What is classroom interaction?

Classroom interaction is a two-way process in which the teacher and the students, or the students among themselves, exchange information, ideas and experiences (Putri, 2015). In this process, language is used for communication and linguistic errors are ignored. As Kramsch (1987) states, linguistic errors should be regarded as "natural accidents on the way to interpersonal communication" and teachers should "pay attention to the message of students' utterances rather

than to the form in which the utterances are cast" (p. 17). Kramsch (1987) maintains that during interaction, teachers should "treat the correction of errors as a 'pragmatic' or interactional adjustment, not as a normative form of redress, for example, by restating the incorrect utterance in a correct manner rather than pointing explicitly to the error" (loc. cit).

3.6.3 Theoretical bases of classroom interaction

Classroom interaction is underpinned by Dewey's social learning theory and Vygotsky's social development theory. These two theories propose that cognitive abilities are socially nurtured and developed. Social interaction, as Dewey (1938) argues, is fundamental to cognitive improvement. Likewise, Vygotsky (1981) states, "[A]ll higher mental functions are internalized social relationships" (p. 164).

Classroom interaction is also based on Long's interaction hypothesis which emphasizes that second language acquisition occurs through interaction and negotiation of meaning where students ask and answer thoughtful questions (Long, 1981, 1983).

3.6.4 Advantages of classroom interaction

Classroom interaction plays an important role in the teaching-learning process. It offers many advantages to both teachers and students (Allwright, 1984; Choudhury, 2005, Ginting, 2017; Kramsch, 1987; Malamah-Thomas, 1987; Naimat, 2011; Pica, 1987; Pica, Young and Doughty, 1987; Rivers, 1987; Sundari, 2017; Thapa and Lin, 2013; Zhao, 2013). Among these advantages are the following:

- It brings real-life language to the classroom and allows students to use the language in situations just like real-life ones.
- It encourages students to take the risk of speaking in the classroom.
- It allows the teacher to give immediate feedback to her/his students.
- It bridges the gap between the teacher and the students and builds a teacher-student rapport.
- It builds a sense of community in the classroom.
- It provides students with comprehensible input.
- It reduces speaking anxiety and creates a non-threating learning environment.

- It helps students to get clarity on what they do not understand.
- It maximizes the opportunities for foreign language learning.
- It improves students' questioning skills and strategies.
- It stimulates students to think critically and develops their critical thinking skills.
- It helps the teacher to create a pleasant learning atmosphere that values students.
- It builds students' social skills like communication, turn taking, negotiation, participation, etc.
- It assists the teacher to manage the classroom effectively.
- It scaffolds students to construct knowledge with the support of the teacher and to produce comprehensible and meaningful output.
- It stimulates students to think deeply and to share their thoughts.
- It increases students' motivation, self-confidence and self-esteem.
- It encourages introverted and shy students to speak and take part in interactions.

- It alleviates students' fears from using oral language in the classroom.
- It helps the teacher to diagnose students' oral communication weaknesses.
- It gives opportunities for students to express themselves freely and to negotiate meaning with the teacher.
- It enhances students' speaking and listening skills and language proficiency.
- It allows the teacher to obtain direct evidence of student learning.
- It allows the teacher to formatively and authentically assess students' oral language skills.

3.6.5 Types of classroom interaction

There are several taxonomies of classroom interaction. However, the most common taxonomy is that of Moore (1989). He divides classroom interaction into these three types: (1) teacher-student interaction, (2) student-student interaction, and (3) student-content interaction. These three types are briefly discussed in the next three sections.

3.6.5.1 Teacher-student interaction

This type of interaction happens when the teacher interacts with her/his students. The traditional patterns of this type of interaction are the Initiation-Response-Evaluation (IRE) and the Initiation-Response-Feedback (IRF) which both emphasize teacher control and limit student discourse. In these two behaviorist patterns, the teacher poses display questions, the students respond to these questions, and the teacher evaluates their responses. That is, students do not have opportunities to express or share their personal opinions. They are forced to honor what their teacher thinks of. Consequently, these two traditional patterns do not serve to stimulate students' higher-order thinking or to develop their speaking skill. They also preclude co-construction of meaning (Almasi, McKeown and Beck 1996; Mercer, 2004; Nystrand, 1997; Worthy and Beck, 1995). Therefore, many authors (e.g., Cazden, 2001; Mortimer and Scott, 2003; Tabak and Baumgartner, 1994) suggest that the teacher should give up relying heavily on these traditional patterns and use other interactional patterns in which students are given opportunities to express and share their own opinions. They maintain that these alternative interactional patterns are the

Initiation-Response-Feedback-Response-Feedback (IRFRF) chains in which the teacher asks the student to elaborate on her/his reponse as part of the feedback; and the Initiation-Discussion-Response-Feedback (IDRF) sequence in which students discuss the answer among themselves before responding to the initiating question posed by the teacher. Consequently, these last two interactional patterns can elicit more elaborated responses, provoke thoughts and enhance thinking skills.

3.6.5.2 Student-student interaction

This type of interaction happens between or among students, with or without the presence of the teacher. It allows students to use English within collaborative groups and makes them active learners rather than passive recipients of information. Therefore, this type of interaction can promote students' communicative competence and enhance their thinking skills.

3.6.5.3 Student-content interaction

This type of interaction takes place when students interact with or about the oral or written texts they encounter. It occurs internally when students speak to themselves or to an

imaginary textbook writer about the ideas and prespectives in the texts they listen to or read. Moore (1989) places this type of interaction at the heart of all learning experiences by stating, "Without it [learner-content interaction] there cannot be education, since it is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind" (p. 1).

It is worth noting here that the current section is devoted only to the first type of interaction and that the second type will be discussed in detail in section 3.7 of this book. Whereas the third type of interaction is out of the scope of this book.

3.6.6 Aspects of teacher-student interaction

Based on Flanders' classification, teacher-student interaction has three main aspects: (1) teacher talk, (2) student talk, and (3) silence or confusion. The teacher talk includes three categories of indirect influence: accepting feelings, praising or encouraging, and accepting or using students' ideas. It also includes four categories of direct influence: asking questions, lecturing, direction giving, and criticism or expression of

authority. The student talk consists of two categories: student response to the teacher and student initiated talk. Silence or confusion is a short period of no-talk or a period in which two persons or more talk at the same time and interaction cannot be understood by the observer.

3.6.7 Teacher-student interaction analysis

Teacher-student interaction analysis is a systematic observation used to identify, classify and quantify teacher and students behaviors as they interact within an instructional learning situation. Such an interaction analysis can serve as a self-reflection mirror on teacher-student interaction. The teaching practice supervisor can also follow this analysis to give feedback to the teacher trainee on her/his classroom behavior.

3.6.8 Instruments for analyzing teacher-student interaction

There are many instruments for analyzing teacher-student interaction in the literature (e.g., Flanders, 1961, 1966; Moskowitz, 1971; Rasmitadila, Achmad and Teguh, 2019; Sun, Shih and Wang, 2007). However, the most commonly used instrument for analyzing this type of interaction is

Flanders' Interaction Analysis System (1961, 1966). This system is concerned only with teacher-student verbal behavior because this type of behavior, as Flanders believes, can be easily identified with higher reliability than non-verbal behavior. In addition to using Flanders' system as a reliable tool for analyzing and assessing teacher-student interaction, it helps the teacher to improve her/his interaction with students in order to make it more effective and more fruitful. It also provides feedback to the teacher to modify her/his verbal behavior so as to increase students' participation and reduce periods of silence and confusion during interaction. However, the reliability of this system depends on the observer's accuracy in encoding and decoding the teacher's and students' behaviors. Therefore, it requires highly trained observers.

The Flanders' interaction analysis system (FIAS) consists of 10 categories of utterances, seven of which (1-3 and 4-7) are used when the teacher is talking, and two (8 and 9) are used when a student is talking. The last category (silence or confusion) is used when nobody or two (or more) persons are talking simultaneously. These ten categories are listed in Table 6 on the next page.

Table 6: Flanders Interaction Analysis Categories (FIAC)

Category	Section	Utterances	Number
Teacher talk	indirect influence (response)	accepting feelings	1
		praising and encouraging	2
		accepting or using students' ideas	3
	direct influence (initiation)	asking questions	4
		lecturing	5
		giving directions	6
		criticizing or justifying authority	7
Student talk	response	student-talk in response to the teacher	8
	initiation	talk initiated by the student (e.g., expressing ideas, initiating a new topic, asking thoughtful questions)	9
Silence or confusion	silence	pauses, short periods of silence	10
	confusion	periods of confusion in which two persons or more talk at the same time and interaction cannot be understood by the observer.	

In using Flanders' Interaction Analysis System, the observer records the category number of the utterance s/he observes every three seconds. S/he also records every change in the interaction even if the change occurs between the three second intervals. S/he writes down nearly 20 numbers of utterances per minute in a 10-row table to a minimum of 17 and a maximum of 22 tallies per minute. This information is then plotted on a matrix for easy analysis and interpretation (Amatari, 2015).

Peer-assessment task: Observe a mini oral interaction lesson while being taught by a fellow trainee, in a live classroom or on a video recording, and analyze this mini-lesson by using Flanders' Interaction Analysis System. Then compare the results you will obtain with those of the following two studies:
Name of the assessor: …….
Name of the assessee: …….

(1) Using Flanders Interaction Analysis Categories (FIAC), Marbun and Pulungan (2017) analyzed observations and video recordings of the utterances between the English teacher and 7th grade students. Their study revealed that the percentages of classroom utterances were: accepting feelings (0.57%),

praising and encouraging (1.34%), accepting or using students' ideas (0.19%), asking questions (13.74%), lecturing (7.06%), giving directions (30.9%), criticizing or justifying authority (3.91%), student talk—response (28.81%), student talk--initiation (0.29%), and silence or confusion (13.17%).

(2) Based on a modified Flanders' instrument, Zhao and Boonyaprakob (2022) analyzed video records and observations of three university classes in Thailand to study interaction in Thai as a foreign language. Their study revealed the domination of teacher's talk (77.59%) and minimal students' talk (6.16%). It also revealed that silence occupied 16.25%.

Peer-assessment task: Observe a video recording of a mini oral interaction lesson taught by a fellow trainee, and record the number of the utterances that occurred between her/him and her/his students every three seconds in the Tallies column. Then calculate the percentages of the utterances in every category. Use the observation sheet in Table 7 on the next page.

Table 7: Observation sheet of teacher-student interaction

Name of the assessor: …….

Name of the assessee: ……

Category	Section	Utterances	Number	Tallies
Teacher talk	indirect influence (response)	accepting feelings	1	…….
		praising and encouraging	2	…… ……..… ……
		accepting or using students' ideas	3	…… ……..… ……
	direct influence (initiation)	asking questions	4	…… ……
		lecturing	5	……
		giving directions	6	…… ……
		criticizing or justifying authority	7	…… ……..… …… …… …….

Table 7 Continued

Category	Section	Utterances	Number	Tallies
Student talk	response	student-talk in response to the teacher	8	…… ……
	initiation	talk initiated by the student (e.g., expressing ideas, initiating a new topic, asking thoughtful questions)	9	…… …… …… …… …… …… ……
Silence or confusion	silence	pauses or short periods of silence	10	…… …… …… …… ……
	confusion	periods of confusion in which more than one student talk at the same time and interaction cannot be understood by the observer		…… …… …… …… …… …… …… ……

Peer-assessment tool: Observe a mini oral interaction lesson while being taught by a fellow trainee, in a live classroom or on a video recording. Then assess the quantity and the quality of interaction in this mini-oral lesson and the strategies used by your fellow trainee in interacting with her/his students by responding the following questions:

Name of the assessor: …….

Name of the assessee: …….

- Did your fellow trainee involve the whole class?

  ……

- Toward which of the following addressees did your fellow trainee generally direct her/his questions?

  (a) non volunteers

  (b) volunteers

  (c) whole class

  (d) students who are seated in the front

  (e) students who are able to answer quickly

- Was the pacing of interaction too fast or too slow for the majority of students?

  ……

- Were your fellow trainee's instructions clear and simple?

  ……

- Did your fellow trainee rephrase instructions if students were at a loss? Give an example to justify your answer.

  ……

  ……

- What were the reasons of students' silence after your fellow trainee's questions in this mini-lesson? Choose the appropriate answer(s) from the following:

  (a) lack of confidence

  (b) shyness

  (c) speaking anxiety

  (d) lack of proficiency

  (e) fear of making mistakes

- Do you think that students kept silent after your fellow trainee's questions in this mini-lesson due to psychological problems (e.g., lack of confidence, shyness and speaking anxiety) or to lack of proficiency in English, or both?

  ……

- Did your fellow trainee appreciate students' ideas?

  ……

- Did your fellow trainee encourage collaborative thinking before asking students to respond to her/his questions? Give an example to justify your answer.

  ……

  ……

- How did your fellow trainee help students to participate in interaction? Choose the appropriate answer(s) from the following:

  (a) scaffolding them to express their own views

  (b) asking dominators to shut up and inviting silent students to speak

  (c) providing support as they need it

  (d) valuing their points of view

  (e) tolerating their linguistic mistakes

  (f) giving them sufficient wait time after asking a question so that they can gather their thoughts

- What was the proportion of teacher talk to student talk in this mini-lesson?

  ……

- What was the percentage of teacher talk (direct+indirect) in this mini-lesson?

  ……

- What was the ratio between indirect and direct influence of teacher talk in this mini-lesson?

  ……

- What was the proportion of student talk to student silence in this mini-lesson?

  ……

- Did your fellow trainee probe students to think of other responses? Substantiate your answer.

  ……

  ……

- Did your fellow trainee encourage reticent students to participate in interaction with her/him? Substantiate your answer.

  ……

  ……

  ……

- Did your fellow trainee probe students to extend their responses and to support them with evidence? Substantiate your answer.

  ……

  ……

3.7 Skill of Managing Group Learning

3.7.1 Introduction

People learn effectively when they learn with and from one another in small groups. Moreover, "all the higher functions originate as actual relationships between individuals" (Vygotsky, 1978, p. 57). However, without skillful management, group learning will be fruitless and a waste of time. In other words, skillful management is vital to harvest the advantages of group learning. Hence, group work management should be regarded as an essential part of pre-service teachers' education because it makes 'group work' work.

3.7.2 What is group learning?

Group learning is simply defined as a group of students working together to do a task or an activity with a shared objective. As Keengwe (2017) puts it, group learning is "a collection of people engaged in leaning activity with a common purpose" (p. 293). This term is used interchangeably with many terms such as team learning, collective learning, and reciprocal learning.

3.7.3 Characteristics of a successful learning group

A successful learning group has many characteristics (Biott, 1987; Dunne and Bennett, 1990; Ender and Newton, 2000; Gibbs, 1994; Johnson, Johnson and Holubec, 1994; Lindblom-Ylänne, Pihlajamäki and Kotkas, 2003; Slavin, 1986). The most important of these characteristics are the following:

- Its members have shared objectives and understand that they can succeed if they all achieve these objectives.
- Its members equally contribute to group work within the allotted time.
- Its members focus on both the process and the product of learning.
- Its members share the responsibility for the success of the group.
- Its members share their ideas and opinions.
- Its members give and receive constructive feedback.
- Its size is small because large groups decrease opportunities for participation.
- Its members are grouped heterogeneously based on their thinking or learning styles to provoke different ways of thinking or to provide new routes for learning.
- Specific roles are assigned to its members.

- The roles assigned to its members are highly interdependent.
- The teacher plays an active role in managing its learning before, during and after work.
- Its members produce a joint outcome.
- The success of one member is dependent on the success of other group members.
- Its members reflect on their individual and group performance and put the new concepts they obtain through reflection into practice to try them out in the next session.
- Its members assess both the process and the product of their learning.

3.7.4 Benefits of group learning

The advantages of group learning are numerous if it is managed effectively by the teacher (Attle and Baker, 2007; Bennett and Gadlin, 2012; Caruso and Woolley, 2008; Davis, 1993; Gillies, 2002; Gokhale, 1995; Johnson and Johnson, 1994; Johnson, Johnson and Smith, 2014; Mannix and Neale, 2005; Qin, Johnson and Johnson, 1995; Silberman, 1996; Slavin, 1990). These advantages are the following:

- It prompts learners to share their own ideas and to construct new ones.
- It suits learners of different ability levels.
- It boosts learners' critical thinking.
- It reduces learners' speaking anxiety.
- It increases learners' motivation for learning.
- It stimulates creative ideas and enhances creativity.
- It develops verbal and non-verbal communication skills.
- It develops learners' positive attitudes towards learning.
- It allows learners to use the pragmatic language that occurs in everyday life outside the classroom.
- It builds learners' negotiation skills.
- It creates a sense of community in the classroom.
- It helps learners to learn new ways of thinking and to develop new styles for learning.
- It provides learners with basic collaboration skills.
- It encourages learners to express their ideas in a non-threatening way.
- It builds positive relationships among learners.
- It gives learners ownership over learning and responsibility for its success.

- It boosts learners' confidence in themselves.
- It exposes learners to a wide variety of ideas and perspectives.
- It increases retention and fosters comprehension of learning materials.
- It develops a host of skills that are beneficial to life outside the classroom and prepares learners for the majority of life settings.
- It enables learners to tackle complex problems more efficiently.
- It raises learners' achievement.

3.7.5 Disadvantages and limitations of group learning

Despite the many advantages of group learning, it is not free from disadvantages and there are also limitations that arise during working in groups (Beebe and Masterson, 2003; Burke, 2011; Chang and Brickman, 2018; Fiechtner and Davis, 1992; Freeman and Greenacre, 2011; Gillies and Boyle, 2010; Granström, 2006; Karau and Williams, 1993; Taylor, 2011). These disadvantages and limitations include the following:

- It may cause discipline problems in the classroom.

- Group members may make unsound decisions due to groupthink.
- Social loafing may arise during learning in groups; i.e., some members may rely on other members to do the work for them.
- Some group members may talk about unrelated issues.
- Some group members may use their mother tongue more than the foreign language during group work.
- Some group members may be alienated or marginalized during group work.
- One or two students may dominate group work.
- Some group members may focus only on their individual roles within the group.
- Some members may resist working in groups and prefer to work alone.
- Introverted students do not like working in groups.
- Group members may not provide honest assessments of their own contributions to group work.
- Frequent conflicts may arise within the group.
- It is difficult for the teacher to assess all group members' individual contributions.

- It is unfair when all group members get the same grade because some of them may not adequately contribute to group work.
- It requires a high level of preparation on the part of the teacher.

It is important to note here that most of the aforementioned disadvantages and limitations of group learning can be overcome through effective management by the teacher. It is also important to note that although group learning requires high levels of preparation and management by the teacher, it deserves these efforts because two or more heads think and learn better than one.

3.7.6 Theories of group learning

There are two main theories which provide the basis for group learning. The first theory is the social constructivist learning theory which emphasizes the construction of knowledge through social interaction and the “essential and constitutive nature of language and social interaction” (von Glasersfeld, 1989, p. 162). The social constructivists claim that social interaction allows students to share one another's ideas and

opinions, which can, in turn, improve their higher order cognitive skills. They maintain that such social interaction allows students to provide much verbal assistance to one another; and as a result, it can improve their oral language skills. As Strickland and Shanahan (2004) put it, "Oral language development is facilitated when children have many opportunities to use language in interactions with adults and with one another" (p. 76). Walqui (2006) goes so far as to claim that social interaction is the foundation of all language learning by saying, "The basis for all [language] learning is social interaction" (p. 162).

The second theory is Bandura's social learning theory (1977) which asserts that human behavior is learned through observation, imitation and modeling of the behavior of others. This theory further asserts that these three components are interrelated and have a positive effect on students' motivation and goal attainment. It also posits that learning in groups allows for observing, imitating and modeling of the behavior of other group members.

3.7.7 Management of group learning

Group learning management is the skill of organizing and guiding group learning effectively in the classroom. While the benefits of group work are numerous, simply learning in groups is not a guarantee that these benefits will be harvested. Group learning can only be beneficial and fruitful if it is skillfully managed by the teacher.

Skilful management of group learning involves three main steps, namely: (1) preparing for group learning, (2) monitoring and guiding group learning, and (3) assessing group learning product and process. These steps are explained in the next sections:

3.7.7.1 Preparing for group learning

For optimal learning outcomes, group learning requires a lot of preparations. These preparations include having students learn the social learning strategies, establishing ground rules for group learning, determining an optimal group size, composing heterogeneous thinking/learning style groups, arranging classroom seating, identifying a SMART objective for each group task, developing/selecting an effective group task to achieve the identified objective, assigning appropriate

roles to group members, and preparing criteria and reflection tools for assessing the product and the process of group learning. These preparations are briefly discussed in the following subsections:

3.7.7.1.1 Having students learn social learning strategies

To make 'group work' work efficiently, the teacher should get all groups, at the beginning of the school year, to learn the social learning strategies by asking them to watch, as homework, short videos of skilled group members demonstrating these strategies in action, one-by-one. These strategies include questioning, scaffolding, imitating, interacting, discussing, debating, etc. The learning of these strategies can promote students' social interdependence and foster their learning with and from one another, which can, in turn, lead to improving their joint product. As Wu (2003) points out, the learning of social strategies "improves group productivity and helps sustain discourse that leads to positive learning outcomes" (p. 171).

3.7.7.1.2 Establishing ground rules for group learning

The teacher with her/his students should set ground rules for group work at the beginning of the school year. These ground rules should include rules for participation, respect and equality among group members. Such rules can increase group members' participation, preclude intergroup conflict and provide a feeling of comfort for group members. The following are examples of ground rules the teacher can establish with her/his students for group work:

- Group members should exchange ideas and perspectives among one another.
- Group members should support their ideas with evidence and examples.
- Group members should provide immediate and constructive feedback to one another.
- Group members should consider opposing points of view in a respectful manner.
- Group members should offer only insightful and constructive comments.
- Group members should tolerate linguistic errors and focus on big ideas.

- Each group member should give other members the opportunity to contribute to group work.
- Each group member should do a fair part of the group work.
- Each group member should avoid dominating group work.
- Group members should take turns to speak.
- Group members should make eye contact while speaking with one another.
- Group members should avoid offending one another.
- Group members should not interrupt one another.
- Group members should use the English language as much as possible.
- Group members should agree or disagree about the ideas of the speaker, not with the speaker herself /himself.
- Group members should listen carefully to one another.
- Group members should build on one another's thoughts.
- Group members should stay on task the entire time.
- Group members should stick to the allocated time of the task.

3.7.7.1.3 Determining an optimal group size

The size of the group affects its performance and its productivity (Wheelan, 2009). Evidence supports that small groups of three to five members tend to work better because they reduce free-riding and allow ample opportunities for all members to participate in group work. In contrast, large groups do not allow all members to contribute to the group work and often leads to free-riding. Moreover, in micro-teaching situations, where the time available to do group work is short, it is suggested that small groups are more appropriate than large ones.

3.7.7.1.4 Composing heterogeneous thinking/learning style groups

Over the years, many studies have explored that ability grouping has negative or no effects on the learning outcomes of students, particularly low-ability ones (e.g., Boaler, Wiliam and Brown, 2000; Eder, 1981; Francis et al., 2017; Gamoran, 1986; Hallinan, 1987; Ireson, Hallam, Hack, Clark and Plewis, 2002; Rosenbaum, 1976, 1980; Slavin, 1990). Therefore, several educational scholars and practitioners (El-Koumy, 2009; Kim, 2007; Kim and Song, 2012; Lamm,

Carter, Settle and Odera, 2016; Liu, Magjuka and Lee, 2008; Woo, Lee and Kim, 2009) have suggested grouping students by their thinking styles, as an alternative to ability grouping, to prompt groups to think deeper, wider and smarter. Along the same line of reasoning, several other scholars and practitioners (Bachman, 2010; Halstead and Martin, 2002; Kyprianidou, Demetriadis, Tsiatsos and Pombortsis, 2012; Miller and Polito, 1999; Sudzina, 1993) have suggested grouping students by their learning styles, as another alternative to ability grouping, to enable groups to learn more effectively and efficiently. These two alternatives, the author, claims, can help group members to use various thinking/learning strategies, meet their own diverse needs, eradicate one another's weaknesses, avoid groupthink and complement one another's thinking/learning styles. This in turn can empower them to generate high-quality ideas, build on one another's thoughts, offer multiple perspectives, expand their thinking/learning styles and explore various aspects of the learning task.

Until research compares the effects of the two alternatives of group composition on students' learning process and learning

outcomes, the teacher can use either of them for composing heterogeneous small groups to create a rich thinking/learning environment for all group members and improve the quality and quantity of their thinking/learning.

The use of thinking/learning style preferences for composing heterogeneous groups should be carried out, at the beginning of the school year, by administering a thinking style questionnaire (e.g. Abdul Gafoor and Lavanya's Thinking Styles Inventory; Newton, Feeney and Pennycook's Comprehensive Thinking Styles Questionnaire; Sternberg and Wagner's Thinking Styles Inventory) or a learning style questionnaire (e.g. Felder and Soloman's Index of Learning Styles; Honey and Mumford's Learning Style Questionnaire; Kolb's Learning Styles Inventory) to the class to identify each student's thinking/learning style preference. Then, based on students' thinking/learning style preferences, the teacher can divide them into heterogeneous thinking/learning style groups.

3.7.7.1.5 Arranging classroom seating for small group learning

Proper seating arrangement of the classroom can prevent students' misbehavior (Lotfy, 2012; Rosenfield, Lambert and

Black, 1985; Wheldall and Bradd, 2010) and increase their interactions with one another (Hasting and Schweiso, 1995; Rogers, 2020). There is also evidence to suggest that it affects students' learning outcomes (for reviews of research on this topic, see Haghihhi and Jusan, 2012; Wannarka and Ruhl, 2008). Therefore, the teacher should think carefully about how students will be physically arranged in groups. S/he should ensure that classroom seating furniture is suitable and comfortable for small-group learning at the beginning of the school year.

To overcome the defects of the existing seating furniture in Egyptian classrooms, each two double desks should be turned face-to-face, rather than face-to-back, to allow each four students to sit face-to-face with one another. This classroom seating arrangement can allow each four students to interact easily and comfortably with one another and make 'group work' work in Egyptian schools.

It is important to note here that the previously-mentioned preparations are made for once at the beginning of the school year and may not be made again during the year unless the situation is changed.

3.7.7.1.6 Identifying a SMART objective for each group task

The teacher should identify a SMART learning objective for each group-learning task. This objective should specify what group members will be able to do upon the completion of this task. The advantages of specifying learning objectives in general include getting group members to know what they should exactly learn and do and guiding them to work toward the same direction.

3.7.7.1.7 Developing/selecting an effective group task

The teacher should develop or select an effective group-learning task to achieve the specified objective. This task should be closely related to the course content. It should also be challenging, realistic, open-ended, and difficult to be completed by one group member alone. It, moreover, should be divergent to provoke various points of view and to allow all group members to participate in the group work (El-Koumy, 2019).

Many types of group-learning tasks have been identified in the literature. These types include decision-making tasks, jigsaw tasks, problem-solving tasks, opinion exchange tasks, and

information-gap tasks (Pica, Kanagy and Falodun, 1993). These types of group-learning tasks require true collaboration among group members and allow them to generate a large quantity of ideas. The teacher needs to take into account that closed tasks are not suitable for group learning. S/he also needs to allocate a time limit for accomplishing the developed/selected task.

Peer-assessment tool: Select a mini reading task developed/selected by a fellow trainee and assess the quality of this task by responding to the following questions:

Name of the assessor: …….

Name of the assessee: …….

- What objective does this task aim to achieve?

  ……

- Does the objective of the assigned task relate closely to the course aims?

  ……

- Does the assigned task fit the groups' proficiency level?

  ……

- Is the assigned task open-ended?

  ……

- Is the assigned task clearly worded?

  ……

- Does the assigned task look interesting for all groups?

  ……

- Does the assigned task fit its objective?

  ……

- Is the assigned task engaging for all groups?

  ……

- Does the assigned task have clear instructions?

  ……

- Is the assigned task fully understood by all groups?

  ……

- Does the assigned task provide a realistic learning experience?

  ……

- Does the assigned task stimulate learning ?

  ……

- Does the assigned task provoke creative thinking?

  ……

- Is the assigned task complex enough to require group work?

  ……

- Does the assigned task meet the learning needs of all groups?

  ……

- What is the type of the assigned task? Choose the answer from the following:

  (a) Information gap task

  (b) Jigsaw task

  (c) Decision-making task

  (d) Opinion exchange task

  (e) Problem-solving task

  (f) None of the above

- Does the assigned task provoke critical thinking?

  ……

- Does the assigned task represent authentic real-world behavior?

  ……

- Does the assigned task allow for negotiation of meaning among group members?

……

- Does the assigned task incite group members to interact with one another?

……

- Does the assigned task require the use of different learning styles to engage all group members in the learning process and to maximize their learning?

……

- Does the assigned task help to improve group members' communication skills?

……

- Does the assigned task require the use of different thinking styles to do it?

……

3.7.7.1.8 Assigning appropriate roles to group members

The teacher, the students, or both together should assign a unique role to each member in the group to empower the

group to perform more effectively and efficiently towards achieving the shared objective of the assigned task. The potential benefits of assigning a role to each group member include increasing interaction, employing the strengths of all group members, ensuring interdependence and individual accountability, reducing off-task behavior, alleviating social loafing, ensuring equal participation of all group members and making all of them stay on task (Lin, 2006). The designation of these roles should depend on the nature of the task, the size of the group and the student's learning/thinking style.

Overall, assigning roles to group members and asking them to rotate these roles during the academic year can maximize their own learning experiences and improve their learning outcomes.

Peer-assessment checklist: Assess the roles allocated, by a fellow trainee to group members, for accomplishing a mini reading task, by responding to the following checklist items with a Yes (✓), No (X), or Not Applicable (N/A):

Name of the assessor: …….

Name of the assessee: …….

- The assigned roles best fit the task.
- The assigned roles are clear and distinct.
- Every group member clearly understands her/his role.
- The assigned roles divide work equally among group members.
- The assigned roles prompt group members to contribute to group work.
- The assigned roles help group members to stay focused on the task at hand.
- The assigned roles reduce the chance for one or two members to accomplish the task for the whole group.
- The assigned roles require each member to interact with other members of the group.
- The assigned roles can strengthen group members' communication skills.
- The assigned roles can maximize group members' performance.
- The assigned roles can improve group members' product.
- The assigned roles can increase the effectiveness of the group.

 The assigned roles ensure responsibility for all group members.

3.7.7.1.9 Preparing criteria and reflection checklists for assessing the product and the process of group learning

The teacher should prepare criteria for assessing the group's learning product and share these criteria with all groups in the class. S/he should also prepare reflection tools that guide and help group members to reflect on the group process of executing the group-learning task and to think over how each member functioned during group work.

Peer-assessment checklist: Observe and assess one of your fellow trainees' preparations for group work by responding to the following checklist items with a Yes (✓), No (X), or Not Applicable (N/A):

Name of the assessor: …….

Name of the assessee: …….

 My fellow trainee developed/selected a task that is relevant to the course objectives.

- My fellow trainee developed/selected a task that is difficult to be done by one group member alone and requires true collaboration among group members.
- My fellow trainee developed/selected an open-ended task that promotes interaction among group members.
- My fellow trainee set a learning objective for the assigned task.
- My fellow trainee set clear ground rules for working in groups.
- My fellow trainee assigned a unique role to each member in the group.
- My fellow trainee prepared the physical setting of the classroom to allow group members to interact with one another efficiently and easily.
- My fellow trainee distributed students to heterogeneous groups based on their thinking/learning styles to provide a richer learning experience for all members in the group.
- My fellow trainee distributed work fairly among group members.
- My fellow trainee has had students learn the collaborative strategies that are required to do group work effectively.

3.7.7.2 Monitoring and guiding group learning

After introducing the group-learning task to all groups in the classroom, the teacher monitors all groups and guides them towards the achievement of the task objective. S/he circulates among all groups to keep them on track and focused on the task. S/he also ensures that all groups implement the ground rules and that every member contributes to the group work. While doing so, s/he should avoid interrupting group members to allow them do the task by themselves. S/he should intervene only to manage disruptive behavior if it occurs, and to break silence in the group if it prevails by stimulating its members to think in new ways about the task.

Peer-assessment checklist: Observe a mini oral lesson while being taught by a fellow trainee, in a live classroom or on a video recording, and assess her/his strategies of managing group work during this lesson by responding to the following questions with a Y (Yes), N (No), or Not Applicable (N/A):

Name of the assessor: …….

Name of the assessee: …….

- Did your fellow trainee prevent and terminate domination during executing the task?
- Did your fellow trainee ensure that all group members were participating in group work?
- Did your fellow trainee involve group members who were not participating in group work, if any?
- Did your fellow trainee monitor all groups in the classroom and treat them all in an equitable manner?
- Did your fellow trainee intervene when pauses became too long during group work?
- Did your fellow trainee intervene when group members got off the assigned task?
- Did your fellow trainee encourage group members to build on one another's thoughts?
- Did your fellow trainee encourage group members to scrutinize a variety of points of view before making judgements or drawing conclusions?
- Did your fellow trainee intervene to resolve conflicts among group members?
- Did your fellow trainee refrain from introducing her/his own opinion to avoid biasing group members' interaction?

- Did your fellow trainee circulate among all the groups to offer help when necessary?
- Did your fellow trainee help to keep all groups on track and focused on the assigned task?
- Did your fellow trainee help group members think critically and innovatively about the assigned task?
- Did your fellow trainee ask each group member to reflect on her/his own contributions to the group process?
- Did your fellow trainee ask each group member to assess what s/he has learned from the group?
- Did your fellow trainee ask group members to collectively assess their group learning process?
- Did your fellow trainee ask group members to assess one another's contributions to group work?
- Did your fellow trainee ask group members to assess their own joint product?

3.7.7.3 Assessing group learning product and process

The teacher should continue to play an active role after the completion of the group-learning task. Upon the completion of the assigned task, s/he should evaluate the joint product of the group (i.e., the work all group members produced) to

know whether the objective of the task has been achieved or not. S/he should also involve group members in reflecting on their group learning process and in thinking over how each member functioned during group work in terms of making new ideas, listening respectfully to different perspectives, giving and reciving feedback, and resolving group conflicts. This is because it is difficult for the teacher to be part of each group's learning process to closely observe and assess it. The advantages of reflection on the group learning process include helping group members to become aware of this process, alleviating social loafing in the group, promoting individual contributions to the group proces, and generating new concepts and new thoughts to apply them in the next session (El-Koumy, 2019).

To guide and help group members to reflect on their own group learning process and to think over how each member functioned during group work, they should be provided with reflection checklists. Immediately after responding to these checklists, the teacher should read and discuss each group member's responses with the whole group to remove misconceptions and to promote better understanding and

implementation of the group learning process. See, for examples, the following self-, peer-, and group-reflection checklists.

Self-reflection checklist: Upon the completion of a mini group task, ask each group member to reflect on her/his own contributions to the group work by responding to the following checklist items with a Yes (✓) or No (X):

- □ I shared my ideas and opinions with other members of the group.
- □ I appreciated the contributions of other group members.
- □ I provided constructive feedback to other group members.
- □ I received feedback from other group members in a thankful manner.
- □ I participated in resolving the conflicts that occurred during group work.
- □ I appreciated other group members' thinking/learning styles.
- □ I tolerated other group members' linguistic errors and focused only on big ideas.
- □ I took a turn to speak and avoided interrupting other group members.

- I used the English language as much as I could throughout group work.
- I was aware of other group members' progress.
- I asked other group members for help when I needed it.
- I stayed focused on the assigned task the entire time.
- I listened attentively to all group members.
- I gave other members the opportunity to contribute to group work.
- I perfectly fulfilled the role assigned to me by the teacher or the group.
- I demonstrated openness towards other group members' perspectives.
- I criticized other group members' opinions without offending them.
- I did a fair part of the group work.
- I benefitted the group and the group benfitted from me.

Peer-reflection checklist: Upon the completion of a mini group task, let each group member choose one of her/his fellows to consider her/his contributions to the group work during carrying out this task by responding to the following checklist items with a Yes (✓) or No (X):

- My designated group member contributed to group work efficiently.
- My designated group member effectively played the role assigned to her/him by the group or the teacher.
- My designated group member worked in harmony with other members of the group.
- My designated group member listened attentively to other members of the group.
- My designated group member valued other group members' ideas.
- My designated group member did a fair share of group work.
- My designated group member offered precious ideas and opinions that are relevant to the assigned task.
- My designated group member communicated effectively with other members of the group.
- My designated group member tolerated linguistic errors of other members to keep the interaction going.
- My designated group member accepted criticism of her/his own opinions.
- My designated group member appreciated other group members' perspectives.

- My designated group member provided constructive feedback to other members in the group.
- My designated group member criticized other members' opinions straightforwardly without any favors.
- My designated group member showed responsibility for other group members' learning.
- My designated group member participated in resolving conflicts within the group.
- My designated group member followed the ground rules established at the beginning of the school year.
- My designated group member remained focused on the assigned task the entire time.
- My designated group member furthered other group members efforts toward achieving the objective of the assigned task.
- My designated group member helped the group to reach a consensus.
- My designated group member benefitted from the group and the group benfitted from her/him.

Group-reflection checklist: Upon the completion of a mini group task, ask all group members to reflect on the group process of executing this task by responding to the following

checklist items with a Yes (✓), No (X), or Not Applicable (N/A):

- All group members were fully committed to the objective of the assigned task.
- All group members supported one another toward achieving the objective of the assigned task.
- All group members built on one another's ideas and opinions in a friendly manner.
- All group members valued one another's contributions to the group work.
- All group members efficiently resolved the conflicts that occurred during group work.
- All group members encouraged one another to participate in group work.
- All group members listened attentively to one another.
- All group members supported their ideas with relevant evidence.
- All group members provided and received constructive feedback that helped the group to produce a high-quality joint product.
- All group members criticized opinions, not individuals who expressed these opinions.

- All group members used proper language and avoided unpleasant terms in critiquing one another's opinions.
- All group members showed mutual respect to one another.
- All group members followed the ground rules established at the beginning of the school year.
- All group members showed responsibility for one another's learning.
- All group members contributed equally to the group work.
- All group members tolerated one another's language mistakes and focused on big ideas.
- All group members remained focused on the assigned task the entire time.
- All group members fulfilled their roles efficiently.
- All group members shared ideas and opinions with one another.
- All group members avoided interrupting one another.
- All group members appreciated one another's thinking/learning styles.
- Group members together offered deeper and smarter thoughts on the task at hand than each one of them alone.
- All group members were open to one another's perspectives.

- Group members avoided groupthink and each one of them retained her/his individuality without temptation or coercion.
- All group members came to a consensus on their diverse opinions through spirited discussion and evidence-based decision-making.
- All group members completed the task on time.
- All group members reflected on their learning process and shared their personal reflections with one another.
- Every group member learned something from the group and the group learned something from her/him.

Post-course self-reflection checklist: At the end of the micro-teaching course, ask each student teacher trainee to assess what s/he learned from this course by responding to the following checklist items with a Yes (✓), No (X), or Undecided (?!):

- This course acquainted me with relevant information that is directly applicable to the teaching profession.
- This course acquainted me with the characteristics of an effective teacher.

- This course helped me to bridge the gap between theory and practice.
- This course helped me to master the core teaching skills under controlled conditions.
- This course enhanced my communication skills.
- This course developed my observational skill.
- This course built and developed my analytical skill.
- This course developed my critical thinking skill.
- This course built and developed my self-efficacy in teaching.
- This course built and developed a host of social skills in me and my fellow trainees.
- This course helped me to use questions to scaffold students' learning, to stimulate their thinking, and to formatively assess their language performance.
- This course built and developed my interaction skill with other people.
- This course built and developed group learning management skills in me and my fellow trainees.
- This course developed my aptitude to learn with and from colleagues.

- This course provided me with professional supervision that reinforced my teaching skills.
- This course made me aware of my weaknesses in teaching skills and helped me to eradicate these weaknesses.
- This course motivated me to learn more about the art of teaching in general and teaching skills in particular.
- This course fostered my relationships with fellow trainees.
- This course developed my positive attitudes towards the teaching profession.
- This course built and developed confidence in my teaching skills.
- This course built and developed my teaching and learning strategies.
- This course built and developed reflective teaching skills in me and my fellow trainees.
- This course provided me with valuable tools for observation and reflection.
- This course was easy to understand and apply, yet challenging enough to keep me engaged and focused.
- This course prepared me for real classroom contexts.

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APPENDIX

A MICRO-LESSON PLAN EXAMPLE

Skill of Questioning

This micro-lesson plan is just an example of the second phase of reflective micro-teaching. To complete the reflective micro-teaching cycle, the teacher trainee should teach this lesson plan to a small group of fellow trainees under the guidance of a teaching practice supervisor who will give immediate feedback to her/him on improving the questioning skill. After that, the teacher trainee and her/his fellows, who took on the role of students, should reflect on how questioning was used during the implementation of this plan to achieve the objective of this micro-lesson, and should draw new insights and new concepts, from their reflections, to be tried out in the next cycle.

……

Name of instructor trainee: Sara Kamal

Class: A first-year secondary class

Teaching skill: Skill of questioning

Topic: Grammar (nouns and their types)

Class size: 5 fellow trainees will take on the role of first-year secondary students

Materials: Worksheets

Instruments: Mobile phones with video cameras

Duration: 15 minutes

Date: Wednesday, 9th March 2022

Objective of the lesson: Upon the completion of this micro-lesson, first-year secondary students will be able to correctly identify nouns and their types.

Introduction (1 minute): The instructor trainee will arouse students' interest and curiosity in the topic of the lesson by asking them the following question:

What are the names of everything linguistically called?

Lesson opening (1 minute): The instructor trainee will start this micro-lesson by saying, I am going to teach you about nouns in this session.

Teaching/learning activities (10 minutes): In this micro-lesson three teaching/learning activities will be carried out to achieve its objective via questioning the students about nouns and their types. These activities are the following:

Activity #1: The instructor trainee will make the students clear about the concept of nouns by asking every student about her/his favorite friend, city, sport, and school subject using the following questions:

- Who is your favorite friend?
- What is your favorite city?
- What is your favorite sport?
- What is your favorite school subject?

The instructor trainee will write students' answers on the black/white board. Then, s/he will ask them to figure out what all these answers have in common: What do all these answers have in common?

Students: Silence

Instructor trainee will reword her/his question to make it clearer by providing students with options to choose from as follows:

Instructor trainee: Do all these answers contain nouns or pronouns?

Students: They all contain nouns.

Instructor trainee: Yes, all these answers contain nouns. These nouns are … [referring to nouns written on black/white board]. S/he then defines the word noun as, a name of a person, place, or thing that can serve as the subject or the object of a verb.

Activity #2: The instructor trainee will make the students clear about the types of nouns through questioning them as follows:

Instructor trainee: What is the capital of the United Kingdom?

Students: London

Instructor trainee: What is the capital of the United States?

Students: New York

Instructor trainee: What type of nouns are London and New York?

Students: They are names of places.

Instructor trainee: Linguistically, they are called proper nouns.

Instructor trainee: What types of proper nouns are London and New York?

Students: Silence

Instructor trainee: London is a simple proper noun, but New York is a compound proper noun. A simple proper noun is made up of just one word, but a compound proper noun consists of two or more words that function together as a single noun (e.g., adjective + noun, noun + noun).

Students: That's clear, thank you.

Instructor trainee: Is New York a city or a town?

Students: New York is a city.

Instructor trainee: What types of nouns are New York and city?

Students: Silence

Instructor trainee: New York is a proper noun and city is a common noun. Proper nouns are specific names for particular persons, places, or things, but common nouns are non-specific (i.e., generic) names for persons, places, or things. Did you get what I have just said?

Students: Yes.

Instructor trainee: How can you identify proper nouns in sentences?

Students: Silence

Instructor trainee: Proper nouns are always capitalized no matter where they appear in a sentence, but common nouns are only capitalized in the initial position in a sentence. Proper nouns include names of particular persons, languages, companies, organizations, mountains, rivers, oceans, seas, historical places, villages, towns, cities, states, countries, continents, days of the week, months of the year, festivals and special days. Did you understand what I have just said?

Students: Yes.

Instructor trainee: Is the word city a countable or an uncountable noun?

Students: It is a countable noun.

Instructor trainee: That is right. The word city can be counted (i.e., pluralized), but an uncountable noun cannot be counted such as air, water, etc. That is, a countable noun has singular and plural forms while an uncountable noun is used only in the singular form. Did you understand what I have just said?

Students: All right, sir.

Instructor trainee: Is New York a collective or a non-collective noun?

Students: It is a collective noun.

Instructor trainee: No, the noun New York is a non-collective noun—it is a name of a specific singular place. A collective noun is a name for a group of people or things such as class, family and bouquet. Did you get what I have just said?

Students: Yes.

Instructor trainee: Is London a concrete or an abstract noun?

Students: It is a concrete noun.

Instructor trainee: That is right. The noun London is a physical place that can be seen and touched, but an abstract noun is a word for something that can't be felt by any of the five senses such as love, courage and luxury.

Activity #3: The instructor trainee will ask students to identify the type of nouns for things that are found in a classroom. E.g.,

- What type of noun is the word book?
- What type of noun is the word girl?
- What type of noun is the word Adel?

Evaluation of students' achievement (3 minutes): The instructor trainee will assess whether students met the objective of this micro-lesson. S/he will give students worksheets of the assessment tasks given below, and collect these worksheets after 3 minutes to correct wrong answers and return them to the students.

Assessment task #1: Circle the nouns in the given sentences below:
1. Taylor and I took the bus.
2. Do you like dry apricots?

Assessment task #2: Sort the common nouns given below into the categories of people, places, or things.
bedroom, bed, soldier, chair, woman, home

People	Places	Things

Assessment task #3: What are the types of the underlined nouns in the given sentence below?
My class consists of five students.
Class:
Students:

Assessment task #4: Sort the following words into proper, common, concrete, abstract, collective, countable and uncountable nouns:
army, Robert, honesty, man, flower, Cairo, milk

Note that a noun may be sorted in more than one cell in the table below:

Type	Nouns
Proper	
Common	
Collective	
Concrete	
Abstract	
Countable	
Uncountable	

SUBJECT INDEX