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## **Microteaching Practicum as an Innovative Technique to the Attainment of Teacher Education Goals in Nigeria: Challenges and Prospects.**

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By

**DR. J.C. ANULOB**

*Department of Curriculum and Instruction,  
Alvan Ikoku Federal College of Education, Owerri,  
Imo State.*

And

**DR. PEARL EBERE OHAGWA**

*Department of Arts Education,  
Imo State University, Owerri,  
Imo State.*

### **Abstract**

*This paper focused on the microteaching practicum as an innovative technique in teacher education programme, capable of improving the effectiveness and efficiency of instructional practice. However, microteaching practicum is faced with the following challenges among them include the paucity of funds, inadequate power supply, shortage of qualified personnel, poor maintenance culture, and lack of microteaching laboratory. The paper among others examined the concept of microteaching skills, microteaching practicum, microteaching procedure, objectives of microteaching, challenges of microteaching practicum and prospects. The paper therefore concluded that the quality of education provided to our children depends on the quality of the teachers. The quality of the teachers in turn depends on the way in which they had received training in teacher training institutions. Among others, the paper recommended that the student-teachers should not be sent out to schools for practice teaching without sufficient preparation and initiation in microteaching practicum.*

**Keywords:** Microteaching practicum, innovation, teacher education goals, challenges, prospects.

Teaching is a multidimensional activity that requires some vital skills on the part of the teacher for it to be effective and efficient. It is a serious business that cannot play with. As a profession it has many intricacies. It has many skills for one to be comfortable in the classroom. The quality of education provided to children depends on the quality of the teachers. The quality of teachers, in turn, definitely depends on the way they were trained in teacher training institutions. It has been the goal of all educators to achieve excellence in classroom teaching-learning process. The goals of Teacher Education according to Federal Republic of Nigeria (FRN, 2004) are to:

- a) Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- b) Encourage further the spirit of enquiry of creativity in teachers;
- c) Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- e) Enhance teachers' commitment to the teaching profession.

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. Since teacher education involves all grade levels it is important to upgrade classroom practice through innovation and experimentation. Student-teachers are still sent out to schools for practice teaching without sufficient preparation and initiation (Anulobi and Ngumah, 2010). Novice student-teachers always find it difficult to teach in any school system because they did not pass through microteaching practicum. They finish forty (40) minutes lesson in five to ten minutes, to avoid this ugly situation it is necessary to prepare the student-teachers in microteaching practicum before sending them to real life classroom (Ike, 2003).

Educational technology has provided the innovation through microteaching practicum that is pertinent in enhancing classroom communication. In other wards one of the measures designed to innovate the teacher education programme is the inclusion of microteaching practicum in teacher education curriculum. As an innovative technique, it is a deliberately designed system which deviates from the traditional approaches of teacher preparation (school experience and teaching observation) to microteaching practicum, which is therefore, an innovation capable of improving the effectiveness and efficiency in educational practices. Innovation according to Okwor (1996) is a new technique, method or approach deliberately designed and developed to improve effectiveness and efficiency in a given situation. Innovation technique can be a new package or an integration of old and new ideas deliberately designed to improve effectiveness of educational communication.

Since the development of microteaching at Stanford University in USA, many Colleges and Universities have not yet adopted the original concept in varying degrees (Ike and Iwu, 2001). Microteaching practicum is one of the most recent and effective

techniques designed to maximize efficiency and effectiveness in the process of guiding student-teachers to develop teaching skills and competences. It is a controlled laboratory simulation designed to break down the complex act of teaching into its complex elements. Microteaching practicum experience is what the student-teachers require for a successful classroom interaction.

### **Concept of Microteaching Practicum**

Microteaching practicum is an innovative technique in teacher education programme for systematic and controlled development of teaching skills and competences. It is a procedure in teacher education for preparing professional teachers. The microteaching experience becomes necessary for all pre-service and in-service teachers as they will be equipped with vital teaching skills before going for teaching practice. Microteaching is a scaled down teaching encounter (in terms of the time, skill and number of students) aimed at preparing students for the actual teaching and skill acquisition/improvement in a practical and professional setting (FRN, 2004). Ike (2003) views microteaching as a teaching situation which is scaled down in terms of time, class size, and teaching complexity, a student teacher teaches a group for five to ten (5-10) minutes, employing a particular teaching skill.

Anulobi and Ngumah (2010) observed that microteaching practicum is a scaled down teaching encounter practicing a segment of a content of a lesson with a class size of 5-10 pupils, under a period of 5-10 minutes using a skill, with immediate feedback in the laboratory before the supervisor. The idea underlying this practicum is that the teaching act consists of different skills. Each skill can be developed separately through the practicum. The more the number of skills in which a student-teacher is trained the more efficient he/she will be as a teacher (Singh, Sharma and Upadhyya, 2008). Iwu, Ajuzie and Nzeako (2013) opined that microteaching practicum serves as a means by which the student-teacher acquires repertoire of teaching skills which would be consolidated during his/her teaching practice.

Microteaching practicum according to Ike (2003) exposes the student-teachers to the use of microteaching laboratory where they are exposed to acquire the microteaching skills (set induction, planned repetition, use of examples and illustrations, stimulus variation, questioning skills, reinforcement, non-verbal communication, closure and effective use of chalkboard). Using the microteaching hardware such as video camera, recorder and play back, television monitor/screen, white boards, microphone and good lighting system for micro-room illumination. Ughamadu and Chimezie cited in Onwuanaku (2011) described microteaching as an innovation in teacher education programme with focus on modifying teachers' behaviour in accordance with specific objectives in addition to improving teacher effectiveness. Innovation has been the objectives of all teacher educators to achieve excellence in the classroom instruction.

### **Origin of Microteaching Practicum**

Microteaching practicum started in 1963, in USA. However, before 1963 student-teachers were trained using two traditional approaches called school experience and teaching observation (Ike and Iwu, 2001). The school experience approach is an approach where training institutions such as college of education or universities send their student-teachers to co-operating schools for teaching practice after theoretical courses in education. The student-teachers were required to learn to teach as they teach the students in the classroom. In the process they acquire the necessary skills, styles and techniques in teaching. The implication of this approach was that supervision was often too infrequent to be of any benefit to the trainee teacher in his bid to acquire teaching skills. Supervision was often threatening rather than offering assistance to the trainee to grow in his acquisition of teaching skills (Ike and Iwu, 2001).

The teaching observation approach (model the master teacher approach) was another traditional method of training. In this approach, the student-teachers were sent to cooperating schools to observe and imitate a master teacher. In other words, the student-teacher became an apprentice the moment he/she was given a master teacher. It was expected that at the end of the apprenticeship, the student-teacher must have learned teaching skills and attitudes of the master teacher. The limitation of this approach was that it reduced teaching to a mere craft where apprentices can only qualify through a process of telling, demonstrating and imitating. It places the trainee teacher in an awkward situation where both good and bad teaching behaviours occur for the trainee to copy. The trainee may be unable to determine between good and poor teaching action. He may unknowingly copy poor teaching behaviours. Hence the trainee has little opportunity for practicing the teaching skills considered important.

In view of the limitation of school experience and teacher observation approaches to identify the relationship between educational theory and practice in teaching, educators started looking for a better alternative, that alternative is microteaching practicum (master teaching model) (Golmore in Ike and Iwu, 2001). Microteaching started in 1963 at the Stanford University in the USA where an experiment was carried out. Here the trainee teachers were taught the skills necessary for teaching in a laboratory. Allen and his men used high school students to play different roles in the demonstration teaching (experiments). In this laboratory Allens and group were able to identify some skills that make for effective teaching. The laboratory experiment bridged the gap between theory and practice in a controlled atmosphere which focused attention on specific skills. The skills that were emphasized in the Stanford University microteaching model include: set induction, planned repetition, use of examples and illustration, stimulus variation questioning, reinforcement, non-verbal communication and closure (Ike and Iwu, 2001).

### **The Objectives of Micro Teaching Practicum**

The objectives of microteaching programmes as given by Ike and Iwu (2001):

1. To help the teacher identify the discreet skills of teaching which the teacher uses in his everyday teaching.
2. To provide the trainee an opportunity to examine, one by one, the various teaching skills in terms of the theoretical knowledge and research evidence on them, and the objectives for practicing and mastering each of them;
3. To help the trainee practise the teaching skills in the supportive environment of his supervisor and classmates, with the complex of teaching reduced;
4. To enable the trainee build up his confidence as a teacher before starting teaching in a school;
5. To enable the trainees acquire training in teaching skills comparable to the moot court session of the law student and the clinical work of the medical student;
6. To enable the trainee practice teaching in terms of definable, observable, measurable and controllable teaching skills.
7. To enable the trainee accept the supervisor as a friend interested in his professional growth as a teacher, and
8. To enable the trainee adopt an analytic, objective approach towards assessing his own teaching.

### **Microteaching Practicum Skills:**

These are varieties of skills to be practiced through micro-lesson. The student-teacher needs these skills prior to his practice teaching period. Mastery of these skills increases the proficiency in the performance of the desired task such as speaking, writing on the board, asking questions and showing examples (Ike2003, p.51). The following are the microteaching skills which can be applied at different teaching levels and in different teaching subjects:

- **Set Induction:** Set induction is a very important step right from the beginning of a practice-lesson. This is applied in order to arouse the students' curiosity and interest, capture the attention of the students, prepare their minds and motivate them to receive the new knowledge imparted to them. It is also the activities which the teacher performs in order to get the learners ready for the on-coming topic or lesson.
- **Stimulus Variation Skill:** It is essential for the teacher to secure and sustain students' attention during any effective teaching-learning process. Use of stimulus or an activity for a longer period induces inattention, dullness and monotony. Unless the teacher is in a position to secure and sustain students' attention optimum learning cannot take place. Variation is another way of securing and sustaining attention in the class. For instance, variation in the teacher position in the class while teaching can sustain attention. Others are variation in voice, use of media, and classroom interaction pattern. Appropriate variation in these dimensions can help the teacher to secure and sustain maximum students' attention.

- **Planned Repetition:** This is one of the skills or techniques which the student-teacher can employ to help students remember important ideas or concepts in lesson. Some of the ways by which a teacher can repeat key ideas or concepts according to Ike (2003, p.73) are “simple repetition, spaced repetition, cumulative repetition and massed repetition”. If a point is emphasized students will retain it longer.
- **Use of Examples and Illustrations:** The use of examples and illustrations are important for understanding new concepts. The pupils may not be able to conceptualize abstract concepts if the teacher cannot provide appropriate examples and use of illustrations. The following guidelines may be employed when using examples:
  - Start with simple examples and walk to complex ones.
  - Choose examples which the students are familiar with.
  - Be sure to relate examples to the idea yourself or ask the students to do so.
- **Non-verbal Communication:** Non-verbal communication refers to the signals we give with our bodies. They essentially consist of hand and head movement, eye movement, facial expression, etc. used by the student-teacher to express his/her feelings and expression in the classroom. Gesture enhances the effectiveness of verbal communication when combined. They convey emotions and are employed to emphasize and add meaning and direct words.
- **Questioning Skills:** These are used by classroom teacher to draw out ideas from students and cause them to think critically. Questioning skills are also used to break the monotony of the lecture method, sustain and make the lesson lively. It can be categorized in four places, namely; probing questions, lower order cognitive questions, higher order cognitive questions and divert questions.
- **Reinforcement:** Student-teachers are being exposed by using verbal, non-verbal and extra-verbal means. The teacher may praise the learner verbally by saying ‘that’s excellent’, ‘very good’, ‘fantastic’, ‘well done’. The praise may be non-verbal in the form of a smile, nod of the head, friendly eye contact, or extra-verbal such as mmm, Aaah. Reinforcement can be used to give the learner information or feedback about his actions thereby acting as corrective measures of his behaviour.
- **Closure skill:** As set induction is beginning a lesson, so closure is ending a lesson. Closure may be used as a process of directing attention to a completion of a specific learning sequence or task. Closure is used to create a sense of achievement and mastery in the learners to what has been learnt.

### **Procedure in Microteaching Practicum**

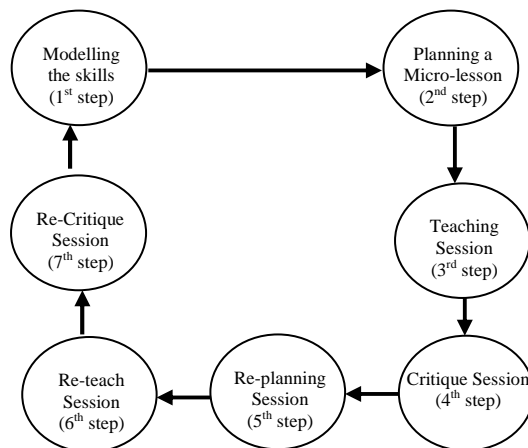
The following steps according to Singh, Sharma and Upadhyya (2008,p.308) can be used in developing teaching skills:

1. **Modeling the skills:** This means orienting the teacher trainees in the teaching skill to be practiced. This may be done through stating the rationale of the skill and when demonstrating the said skill.

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2. Planning a Micro-lesson: Appropriate content should be selected. A lesson of a short duration usually of 5 to 10 minutes is then planned in consultation with the supervisor. Here, the stage is set for safe practice teaching.
3. Teaching session: The lesson is now executed in the presence of the supervisor and peer trainees. The performance of the micro teacher is observed in relation to the skill to be acquired and is recorded. Evaluation sheet, tape recorder, video and monitor are used as evaluation tools.
4. The Critique session: The supervisor and the peer trainees discuss the micro-teacher's performance, and pinpointed feedback is then given for the specific improvement of the trainee. The evaluation tools give the opportunity to the microteacher to view his/her performance objectively. It is a strong point of the microteaching techniques.
5. Re-plan: In this stage the student-teacher effect corrections and re-plan the lesson. In AIFCE, the student-teacher chooses a segment of a new topic and draws a fresh microlesson taking cognizance of the corrections in the teach microlesson with the same skill practiced earlier (Ike, 2003).
6. The Re-teach lesson: The re-planning session is followed by the re-teaching session which runs from 5-10 minutes. The same unit is taught to another batch of 5-10 students. The supervisor and the peer trainees observe and evaluate the performance of the microteacher with the evaluation tools.
7. The Re-critique session: The microteacher again gets the feedback and knows the extent of his/her improvement. The same procedure of critiquing is adopted as mentioned in the critique session. The step has the potential to motivate the microteacher to improve his/her performance. The diagram below shows the micro teaching cycle, thus;



**Figure 1: Microteaching cycle**

**Source:** Adapted from Singh, Y.K. Sharma, T.K. and Upadiya, B. (2008)  
Educational Technology: Teaching Learning p.308

**Skills in Microlesson Plans for Microteaching Practicum**

**i. Set Induction Skill** (Sample of micro-lesson plan for practicing set induction skill).

Teacher's Name: John Anulobi  
Reg. Number: BD/15/2015  
Department: Education Health  
School: Government College Owerri  
Class: JSS1  
Time: 5-10 minutes  
M.T Group: 2 Room 5  
Date: 30/5/2016  
Subject: Health Education  
Topic: Drug Abuse  
Content: Alcohol and its effects  
Skill Emphasized: Set Induction  
Stage: Practice/Re-practice

Performance Objective: By the end of the teacher's short story on a drunk man the students should be able to:

Cognitive Domain: Identify a drunk man without mistake.

Affective Domain: Justify vividly why alcoholic drink should not be taken.

Entering Behaviour: The students have seen people who were intoxicated by an alcoholic drink.

Instruction Material: A chart showing a drunk staggering and falling on the ground.



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**Instructional Procedure**

<b>Content Development(CD)</b>	<b>Microteaching Skills (TS)</b>	<b>Teacher Performance Activities (TPA)</b>	<b>Students' Performance Activities (SPA)</b>
Short related story about a man who fell in a gutter.	Set Induction	The teacher tells the students a short story: As I was coming to school this morning I saw a man walking and staggering towards me. His face looked pale; all of a sudden he missed his steps and fell into a gutter full of water. Passers-by rushed to him for help. He was already vomiting rubbish with bad odour. People were disappointed as they abandoned him, calling him a foolish man. <i>The teacher asks the students the following questions:</i> <i>What do you think was wrong with the man since he was not mad?</i> <i>Why do you think people abandoned him to his fate?</i> <i>What type of drink could produce such a bad odour?</i> Based on their answers given the teacher writes the topic on the chalkboard: <b>Alcohol and its effects.</b>	The students listen to the story with interest

**ii. Planned Repetition Skill** (Sample of micro-lesson plan for practicing planned repetition skill).

Skill Emphasized:

Planned Repetition

Stage:

Practice/Re-practice

Performance Objectives: Given a picture of a drunk and specimen by the end of the lesson the students should be able to:

Cognitive Domain: i. Define alcohol correctly.

ii. Mention without mistake the types of alcoholic drinks.

Affective Domain: Show interest in discussing the drunk aptly.

Psychomotor Domain: Dramatize the drunk vividly.

Entering Behaviour: The Students are familiar with beer and palm wine drinks.

Instructional Materials: Real alcoholic drinks, e.g. palmwine, Star beer, illicit gin, etc.

**Instructional Procedure**

<b>Content Development (CA)</b>	<b>Teaching Skill (TS)</b>	<b>Teacher Performance Activities (TPA)</b>	<b>Students' Performance Activities (SPA)</b>
Definition of alcohol. Alcohol is an intoxicating element in drinks	Planned Repetition	The teacher defines alcohol as an intoxicating substance in drinks like palm wine, bear, whisky, host drinks ogogoro (local gin), etc. which makes any person who drinks in excess to misbehave. He pauses, and repeats the definition aloud. The teacher further calls on some students to repeat aloud the definition. He calls the whole class to repeat the definition aloud.	The students listen attentively and read as the teacher dictated. They also write the definition in their notes.

**iii. Use of Examples and Illustration Skill** (Sample of micro-lesson plan for practicing use of examples and illustration skill).

Skill Emphasized: Use of examples and Illustration

Stage: Practice/Re-practice

Performance Objectives: Given a chart showing some people in a bar drinking real beer, by the end of the lesson the students should be able to:

Cognitive Domain:

- i. Identify the drinks with alcoholic contents without mistake.
- ii. Mention at least four examples of alcoholic drinks correctly.

Affective Domain: Identify a drunk whenever seen without mistake.

Psychomotor Domain: Physically separate non alcoholic drinks from alcoholic drinks without mistake.

Entering Behaviour: The students have seen people drinking beer.

Instructional Materials:

- i. Real alcoholic drinks like beer, palm wine, ogogoro (local gin), among others.
- ii. A flip chart showing some people in a bar drinking real alcoholic drinks; showing a person who fell into a gutter.

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**Instructional Procedure**

Content Development (CD)	Teaching Skill (TS)	Teacher's Performance Activities (TPA)	Students' Performance Activities (SPA)
Examples of alcoholic drinks like: Beer, Palm wine, Gins, Ogogoro (local gin), Whisky.	Use of examples and illustration	The teacher describes and shows the students some of the alcoholic drinks such as: Beer , Whisky, Gins, Palmwine, Ogogoro, among others. He asks them to name some of the alcoholic drinks they know. He also writes them on the chalkboard for the students to copy.	The students listen attentively and ask questions. They also answer questions from the teacher. They write notes from the chalkboard.

**iv. Stimulus Variation Skill** (Sample of micro-lesson plan for practicing stimulus variation skill).

Skill Emphasized: Stimulus Variation

Performance Objectives: Given some specimens of alcoholic drinks the students by the end of the lesson should be able to:

Cognitive Domain: Mention correctly three types of alcoholic drinks.

Affective Domain: Develop increased interest in the lesson by mentioning some types of alcoholic drinks vividly.

Psychomotor Domain: Dramatize the behaviour of a drunk person without mistake.

Entry Behaviour: Students have seen a drunk person under the intoxication of alcoholic drink.

Instructional Material: i. Real alcoholic drinks.

ii. A picture showing a drunk staggering and fell into gutter.

**Instructional Procedure**

Content Development (CD)	Teaching Skill (TS)	Teacher's Performance Activities (TPA)	Students' Performance Activities (SPA)
Types and effects of alcoholic drinks.	Stimulus variation	The teacher moves in a systematic order in the class as he explains the types and effects of excess drinking of alcoholic drinks. The teacher further displays the instructional materials and demonstrates the effects of excessive consumption of alcoholic drinks. The teacher further presents the picture of person vomiting alcoholic bad odours, person found helplessly in the gutter, picture of people fighting in a beer palour having consumed excess beer among themselves	The students listen attentively with interest they also ask some questions as well as answer questions from the teacher

**v. Questioning Skill** (Sample of micro-lesson plan for practicing questioning skill).

Skill Emphasized: Questioning Skills (probing question, lower order cognitive question and higher order cognitive question).

Stage: Practice/Re-practice

Performance Objectives: By the end of the micro-lesson given a chart displaying people fighting in a beer palour the students should be able to:

Cognitive Domain: Identify people intoxicated by alcoholic drinks without mistake.

Affective Domain: Show interest in Identifying a drunk wherever seen without mistake.

Psychomotor Domain: Dramatize drunk people fighting in a beer palour vividly.

Entering Behaviour: Students ask questions at home.

Instructional Materials: i. A chart showing a staggering person who fell into a gutter.

iii. A chart showing people drinking alcohol.

**Instructional Procedure**

Content Development (CD)	Teaching Skill (TS)	Teacher's Performance Activities (TPA)	Students' Performance Activities (SPA)
Moral implication of a drunk	Probing question, Higher order question, Lower order question and Divergent question	The teacher briefly asks the students the following questions: What is alcohol? Which of the drinks would you prefer to drink? Why do you prefer soft drink to alcoholic drink? Why do some people not drink alcoholic drink?	The peer students listen attentively to the questions and give the answers. They also take down notes.

**vi. Reinforcement Skill** (Sample of micro-lesson plan for practicing reinforcement skill).

Skill Emphasized: Reinforcement

Stage: Practice/Re practice

Performance Objectives: Given a picture of a drinking bar by the end of the lesson on alcohol and its effects the students should be able to:

Cognitive Domain: i. Explain alcohol drink correctly?

ii. Mention four examples of alcoholic drinks without mistake

iii. State five good examples of alcoholic drinks correctly

Affective Domain: Show interest in identifying a drunk person vividly.

Entering Behaviour: The students have seen people drinking beer, palm wine, local gin (ogogoro).

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Instructional Materials: Specimen of palm wine, beer, and brandy.

**Instructional Procedure**

<b>Content Development (CD)</b>	<b>Teaching Skill(TS)</b>	<b>Teacher's Performance Activities (TPA)</b>	<b>Students Performance Activities (SPA)</b>
a. Types of alcoholic drink: i. Beer, ii. Palm wine, iii. Local gin (ogogoro), iv. Whiskey. b. Bad effects of alcohol: i. Depresses the organs of the body ii. Raises the blood level iii. Lowers the personality status of individual iv. May lead to premature deaths/births Causes drunkenness	Reinforcement	The teacher presents different types of alcoholic drinks and asks them to identify them. He acknowledges the students' answers and reinforces, their responses with such expressions as: very good! Fantastic! Thank you very much! The teacher further asks them to mention the bad effects of taking too much alcoholic drinks, he then encourages them to keep it up, for their good answers.	The students show satisfaction with the teacher's encouragement and reinforcement

**vii. Closure Skill** (Sample of a micro-lesson plan for practicing closure skill).

Skill Emphasized:

Closure Skill

Stage:

Practice/Re practice

Performance Objectives:

Given a picture of a drinking bar by the end of the lesson on alcohol and its effects the students should be able to:

Cognitive Domain: i. Explain alcoholic drinks correctly.

ii. State three types of alcoholic drinks without mistake.

iii. State at least four bad effects of alcoholic drinks vividly.

Affective Domain: Show interest in identifying alcoholic drinks where ever seen correctly.

Entering Behaviour: The students are familiar with alcoholic drinks

Instructional Materials: Samples of alcoholic drinks like palm wine, beer, local gin, etc.

**Instructional Procedure**

<b>Content Development (CD)</b>	<b>Teaching Skill (TS)</b>	<b>Teacher's Performance Activities (TPA)</b>	<b>Students Performance Activities (SPA)</b>
a. Types of alcoholic drink: Beer, Palm wine, Local gin (ogogoro), Whiskey. b. Bad effects of alcohol: i. Depresses the organs of the body i. Raises the blood level ii. Lowers the personality status of individual iii. May lead to premature deaths/births Causes drunkenness	Closure skill: Cognitive, instructional, and social closure	The teacher summarizes the lesson by asking the students to name different types of alcoholic drinks. He asks them to state the bad effects of alcoholic drinks. The teacher gives them take home assignment to compare the behavior of a drunk with a non drunk. He congratulates the students on their concentration and attentiveness throughout the lesson.	The students respond to the teacher's questions and take home assignments.

**Microteaching Practicum, AIFCE Experience**

Alvan Ikoku College of Education Microteaching Laboratory Owerri is a model microteaching complex in Nigeria (NCCE, 2013). It is based on the Behaviour Modification Approach (BMA) adopted at the Stanford University, USA. Izuwa (1988) observed that in Alvan, microteaching practicum is being used to give student-teachers and in-service teachers a laboratory environment in which to practice isolated teaching skills. The practicum is practiced as follows:

- i. The student-teachers at the beginning of the practicum are given general orientation. During this orientation the students are exposed to various equipment in the laboratory. The practicum lasts for one semester.
- ii. Every week, lecturers in the department give lectures on specific skills to be practiced in the laboratory weeks ahead.
- iii. Student-teachers practice, teach lesson using one skill only with their peers as learners.
- iv. Each skill is videotaped. It is replayed and is critiqued by the supervisor, his peers and student-teacher. Everyone is expected to say what the student teacher has done well and areas that need improvement. Suggestions for better performance are given to the teacher for him to re-teach the lesson.

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- v. Based on the feedback and areas for improvement by the supervisor, peers and the student-teacher the lesson is initiated. He will then re-plan to re-teach next week.
- vi. The student-teacher re-teaches the re-planned lesson. This will also be critiqued as before. The student teacher is expected to move to the next skill. Along the line, if the lesson is not acceptable for the supervisor, it may be repeated until refinement is achieved.
- vii. Student teachers maybe introduced to macro teaching. This is to allow them to combine skills in a lesson of about 25 minutes in a normal classroom.
- viii. During microteaching, the lesson will have at least 2 teaching skills. The student teacher will have more of his peers, about 25 pupils as learners, than in the microteaching laboratory.
- ix. The macroteaching is critiqued. Based on this, the student-teacher is reinforced by the peers and the supervisor.
- x. The macroteaching class is designed to approximate the actual classroom.

**Challenges of Microteaching Practicum**

Repeated experiments over a period of time have shown that microteaching practicum produces a remarkable improvement in teacher education programmes. However, the challenges of microteaching practicum include the following:

1. Poor funding: Microteaching programme is poorly funded. Microteaching practicum is executed with expensive tools and gadgets. Therefore, the purchase of all the required equipment, installation and utilization become difficult.
2. Inadequate Power supply: The electric power supply is not adequate to keep the system running. The hardware and software components of the gadgets (video recorder, television screen, lighting system and memory cards etc) cannot function without regular supply of electric power. As many teacher education institutions cannot afford to buy and maintain standby generators to ensure steady supply of electric power when the public electric power is interrupted.
3. Inadequate Skilled Manpower: Microteaching practicum is an innovative technique to teacher education. Its application to learning is hampered by inadequate skills and knowledge. There is acute shortage of trained personnel (both academic and technical) in the microteaching application.
4. Corruption: This refers to dishonest and unethical practices of an individual when entrusted with a particular responsibility. In our institutions of learning, the allocation approved for funding hardly reaches the point of utilization without reduction at the source.
5. Inadequate microteaching laboratory in our teacher education institution in Nigeria.
6. Some teacher education institutions today are still practicing microteaching practicum without laboratory, to the detriment of the trainee teachers. This is very bad and disastrous.

7. The cost of microteaching equipment is very high. It is not possible for all training institutions to procure such equipment. Hence many students are denied the opportunity of practicing their teach-re-teach exercises with hardware because of lack of fund. However, poor teacher qualification is produced.
8. Microteaching practicum exercises need sufficient time for training.
9. Lack of maintenance culture on the side of the fewer institutions that were able to procure the equipment.
10. Some supervisors are incompetent to handle this new technique of learning, thereby deceiving majority of the student-teachers. The teachers need the training of this innovative technique.
11. Some teacher education institutions are training teachers orally without hardware and microteaching laboratories.

### **Prospects on Microteaching Practicum**

Some of the ways forward to ensure success in the microteaching practicum include:

1. Because of the obvious changes in learner characteristics and interest, the traditional methods of training teachers are rendered ineffective and obsolete. There is need to intensify efforts in microteaching practicum so that the innovation will bring about the needed changes that will make teaching-learning more effective and efficient.
2. Building of modern microteaching laboratory (like the Alvan Ikoku Federal College of Education Model) in every teacher education institution by the NUC and NCCE and the employment of qualified personnel will help to achieve the objective of teacher education in Nigeria through microteaching practicum.
3. Microteaching laboratory requires high technology gadgets and are capital intensive for purchasing and installing them, and will require extra huge amount/fund to establish and maintain them for the student-teachers.
4. Poor management constitutes a problem to the adoption of microteaching practicum. Therefore, the ministry of education will appoint an experienced and/or specialist to head it. Appointment of officers who are selfish, fraudulent and ethnicitic, will not help matters.
5. Federal Government of Nigeria is expected to provide regular electricity and other requisite facilities like water and accommodation. For instance, irregular and unreliable electricity power supply will affect the adoption of microteaching practicum as alternative to traditional methods.
6. Every teacher education institution will recruit qualified microteaching specialist to train/ supervise the student-teachers on microteaching practicum. Students who failed Edu 213 and 223 will not be posted on teaching practice demonstration schools.



### **Conclusion**

Since its evolution in Stanford University, the technique has been adopted with modifications, and practiced in few institutions of higher learning (as in Alvan Ikoku Federal College of Education, Owerri, Imo State). The rationale for introducing microteaching practicum as a vital innovative teaching for quality teacher education is to create a laboratory environment free from the unavoidable tense atmosphere of teaching practice. It is aimed at bridging the gap between theory and practice. Microteaching practicum focuses on the acquisition of specific teaching skills.

The researchers maintain that microteaching practicum should be encouraged in all the teacher-education institutions in order to ensure the unreserved educational growth in the country. Since no education system may arise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development (FRN, 2004).

### **Recommendations**

Based on the findings the researchers made the following recommendations:

1. Modern microteaching laboratory with closed circuit television system (CCTV) for example, Alvan Ikoku Federal College of Education Model should be made available to every teacher-education institution.
2. Student teachers should be exposed to the practice of microteaching practicum skills with hardware. Student-teachers who failed Edu 213 and 223 should not be posted on teaching practice.
3. Every student-teacher should pass microteaching practicum examination before proceeding to teaching practice in a normal classroom environment.
4. The governing Council board of every teacher education institution should provide adequate electricity power supply for effective microteaching practicum.
5. Every teacher education institution should recruit adequate microteaching specialists and technical personnel for effective and efficient training of our student-teachers.
6. Teacher education institutions without standard microteaching laboratory should not produce teachers.

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