

All About Microteaching



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**Welcome aboard
Welcome to the world of English
teaching**

Join us, the English
teachers of Indonesia



Introduction

- Why microteaching?
- Learning how to do a teacher's job :
making the students learn and
empowering them so that they have the
target competence

Teachers' competences

- Pedagogical
- Personality
- Professional
- social

The competence you need to master

Able to demonstrate and apply the competences in the limited teaching and learning process

How our Prodi prepares future teachers

- English Microskills
- Microlinguistics
- MKDK
- Linguistics Groups
- Literature Group
- Research Group
- TEFL Group Courses
- TEFL Methodology
- English Instructional Technology
- Micro Teaching
- PPL (with KKN)

Teaching skills

Theories

- TEFL Methodology
- English Instructional Technology
- Curriculum Development

MICROTEACHING

- Definition (Wallace, 1991:92)

Microteaching denotes a training context in which situation has been reduced in scope and/or simplified in some systematic way.

- Three main ways in which the teaching encounter is scaled down are:
 - The teacher's task is simplified and made very specific
 - The length of the lesson is shortened
 - The size of the class is reduced

Stages of Microteaching

- The briefing
- “The teach”
- The critique
- “The reteach”

What to find in Microteaching:

- In preparing our students to do microteaching we have tried to provide them with knowledge on
- the existing English curriculum in schools of different levels
- the language for classroom management and instruction (Classroom English)
- teachers' appropriate behaviours which support the teaching

The Design

Microteaching:

Limited implementation of
the blended knowledge
and skills

Must have books:

- Functions in English
- Speaking Naturally
- Say It Naturally
- Handbook of Classroom English
- Practical Classroom English
- Electronic Dictionary

Aims

1. Providing knowledge on microteaching
2. Providing knowledge, skills and experiences in writing lesson plans
3. Building and improving limited teaching competence
4. Building and improving whole integrated teaching competence

And

- **establishing personality competence**
- **establishing social competence**

What students do in Microteaching

- Orientation
- School observation
- Doing the microteaching

Why all that?

Students get the “feel” of what school life is.

- about the people (teacher, students, administration, principals, the school janitors, etc)
- about their daily lives (educating and teaching students, managing the school)

Why all that?

Students are ready to do their teaching practicum in semester VII with ease, comfort and enthusiasm

What are being learned ?

- Writing RPP
- Opening and closing a lesson
- Managing the teaching and learning process
- Using classroom English
- Giving evaluation

Microteaching Protocol

- Teaching based on RPP
- Feedback from other students
- Feedback from the lecturer

The teaching

- Peer teaching (teaching other students)
- Whole (having every teaching element)
- Integrated (practising all teaching skills)
- Limited (in time, student number, teaching materials etc)

The teaching

Reflecting our belief in the communicative approach that we teach students to communicate in English

How to put the belief in our teaching?

Showing it in the RPP in every element

The Learning materials

formulated in competence

- Listening (ears)
- Speaking (mouth)
- Reading (eyes)
- Writing (hands)

The learning materials

All language components

structure

pronunciation

vocabulary

punctuation

expression

etc.

How we teach (the method, techniques, procedure)

PPP

BKOF, MOT, JCOT, ICOT

Task based teaching

etc.

Not explanation and exercises only

What to prepare

- mentally
- physically
- academically
- financially

**Enjoy your teaching
career**

Thank you
