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ABSTRACT

This research investigated student teachers' reactions to microteaching through the Teacher Reaction Questionnaire. The questionnaire contained 26 structured items, one comment and three open-end questions. Responses to the 26 structured questions were statistically analyzed through principal-axes factor analysis and varimax rotation. The resulting six factors were discussed: (a) interactions between students and student teachers; (b) interactions between student teachers and supervisors; (c) student teacher preparation time for the 1st, 3rd, and last microteaching; (d) student teacher anxiety felt for the 1st, 3rd, and last microteaching; (e) student teacher general preparation for laboratory practice in relation to anxiety felt with the 1st microteaching; and (f) student teacher specific preparation for laboratory practice. The discussion concluded that (a) as actual microteaching increased, practice time decreased; (b) as practice time increased, anxiety decreased; and (c) as preparation for laboratory practice increased, anxiety remained unchanged. Student teacher interactions with both students and supervisors did benefit from microteaching. The Teacher Reaction Questionnaire was included in the report, along with two tables of statistical data. (BRB)

Student Teacher Reactions to Microteaching

Ming Chu Chang[1]

Microteaching was developed at Stanford University in 1963. In microteaching, a student teacher generally teaches and reteaches a short lesson to a small group of students. In the lesson, he is required to teach a particular technique to approximate the model teaching behavior under the observation of a supervisor. The whole process is generally videotaped and the lesson is evaluated by students. At the end of the lesson, there is a critique period in which the videotape, the student evaluations and the supervisor observations are used to compare his approximation of the technique with that of the model.

Much has been written about microteaching since its inception. However, little has been said about its mechanics, such as student teacher expectations of supervision and student teacher reactions to microteaching. Further, a review of literature on microteaching reveals that there has been no complete and thorough study of student teacher reactions to microteaching. To investigate this problem, the author worked out a "Teacher Reaction Questionnaire." The questionnaire, identified by sex, methods teacher and microteaching

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[1]This paper was presented at Conference on English Education, National Council of Teachers of English, St. Louis, Missouri, April 8, 1972. Also, the material in this paper is taken from Chang, Ming Chu, "A Study of Student Teacher Reactions to Microteaching," University of Illinois, Urbana, Illinois, 1970.

supervisor, contains twenty-six structured items, three open-ended questions and one comment question. The instrument was administered to student teachers, the majority of whom majored in English and social studies and the rest in agricultural education or vocational and technical education. Responses to the twenty-six items were subjected to a principal-axes factor analysis program, followed by varimax rotation. The analysis yielded six rotated factors. The factors together with the items with loadings greater than .4 are presented and discussed.[2]

TABLE

Summary of Factor Analysis

Item		Loading
	Factor A (28.56%): Interactions between Students and Student Teachers	
10.	Students participated in microlessons.	.81
9.	Students were found responsive to microteaching.	.78
15.	Rapport was established between students and student teachers.	.77
11.	Students had a feeling of accomplishment concerning microlessons.	.75
16.	Student teachers communicated enthusiasm to students.	.66
6.	Topics were found suitable for students.	.65
7.	Students understood aims of microlessons.	.60
8.	Students understood the organization of microlessons.	.58
14.	Students had the background knowledge for microlessons.	.41

[2]This paper only briefly discusses the factors and presents the results. A detailed discussion of the items, especially for Factors C, D and E, through the correlation program and the two-way contingency table program, can be found in the author's "A Study of Student Teacher Reactions to Microteaching."

Factor B (22.44%): Interactions between Student Teachers and Supervisors

2.	Supervisors were found helpful in improving microlessons.	.81
3.	Supervisors had the knowledge necessary for overall supervisory work.	.75
1.	Rapport was established between student teachers and supervisors.	.73
5.	Last microlesson was influenced by the analyses of previous microlessons.	.66
4.	Supervisory styles were on the scale of directiveness and non-directivoness.	.62
12.	Last microteaching was influenced by previous laboratory teaching experiences.	.60

Factor C (15.45%): Student Teacher Preparation Time for the First, Third and Last Microteaching

22.	How much time was spent preparing for the third microteaching.	.87
21.	How much time was spent preparing for the first microteaching.	.75
23.	How much time was spent preparing for the last microteaching.	.73

Factor D (11.80%): Student Teacher Anxiety Felt with the First, Third and Last Microteaching

25.	How much anxiety was felt with the third microteaching experience.	.79
24.	How much anxiety was felt with the first microteaching experience.	.71
26.	How much anxiety was felt with the last microteaching experience.	.65

Factor E (11.17%): Student Teacher General Preparation for Laboratory Practice in Relation to Anxiety Felt with the First Microteaching

19.	The viewing of the model tape on each microlesson was found useful.	.71
18.	Methodology courses were found helpful in preparing for microteaching.	.49
24.	How much anxiety was felt with the first microteaching experience.	.46

Factor F (10.57%): Student Teacher Specific Preparation for Laboratory Practice

20.	Instructional materials were found helpful.	.84
17.	Orientation to the laboratory procedures was found helpful in preparing for microteaching.	.63

The first factor appears to be very strong, accounting for 29% of the total variance. It reflects interactions between students and student teachers. To establish interactions with students, student teachers should acquire these suitable teaching practices: good lesson aims, good lesson organization, suitable topics, sufficient enthusiasm, proper teaching techniques, good student participation, good student responsiveness, good rapport with students, necessary student background knowledge and general student feeling of accomplishment. Once interactions with students are established, student teachers can improve teaching in the context of microteaching.

Factor B, representing 22% of the variance, shows interactions between student teachers and supervisors. Possessing the knowledge necessary for supervisory work and employing cooperative supervisory style (i.e., supervisors and student teachers analyze and criticize microlessons together), supervisors should establish interactions with student teachers so that the latter can benefit from microteaching.

Factor C, accounting for 15% of the variance, describes student teacher preparation time for the first, third and last microteaching. A majority of student teachers reported that they spent less time preparing for the last microteaching than for the first and third microteaching. The more they taught, the less they spent preparing for microteaching.

Factor D, representing 12% of the variance, shows student teacher anxiety felt with the first, third and last microteaching. Most of student teachers observed that they felt more anxiety with

the first microteaching than with the third and last microteaching. The more they practiced, the less they felt anxious.

Factor E indicates student teacher general preparation for laboratory practice in relation to anxiety student teachers felt with the first microteaching. General preparation composed the viewing of model tapes and methods instruction. A majority of student teachers found general preparation successful, but this preparation did not reduce their anxiety felt with the first microteaching.

The last factor, accounting for 11% of the variance, pinpoints student teacher specific preparation for laboratory practice. Instructional materials and orientation programs specifically oriented student teachers to laboratory practice. Most of student teachers appraised specific preparation as helpful.

In conclusion, student teachers should acquire suitable teaching practices to establish interactions with students. Supervisors should establish interactions with student teachers so that the latter can benefit from microteaching. The more student teachers taught, the less they spent preparing for microteaching. The more student teachers practiced, the less they felt anxious. Student teachers found general preparation for laboratory practice successful, but this preparation did not reduce their anxiety felt with the first microteaching. Student teacher specific preparation for laboratory practice was appraised helpful.

Please note: These are just for your reference.

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TEACHER REACTION QUESTIONNAIRE

Sex _____
Methods Teacher _____
Microteaching Supervisor _____

We are asking you to help us improve the effectiveness and the supervision of microteaching by answering the following questions. Answers to Questions 28 and 29 are especially important.

_____ 1. Which of the following best describes the rapport between you and your microteaching supervisor?

1. poor
2. fair
3. good
4. very good
5. excellent

_____ 2. To what extent did you find your microteaching supervisor helpful in improving your microlessons?

1. not helpful at all
2. somewhat helpful
3. helpful
4. very helpful
5. essential

_____ 3. To what degree were you confident that your microteaching supervisor had the knowledge necessary for overall supervisory work?

1. impossible to determine
2. no confidence
3. unsure
4. confident
5. fully confident

_____ 4. Which of the following best describes the behavior with your microteaching supervisor?

1. He analyzed my lesson presentation for me.
2. He and I analyzed my lesson presentation.
3. I analyzed my lesson presentation under his supervision.
4. I analyzed my lesson presentation alone.

_____ 5. To what extent was your last microlesson influenced by the analyses of your previous microlessons?

1. not influenced at all
2. somewhat influenced
3. significantly influenced
4. greatly influenced
5. completely changed

_____ 6. To what extent did you find the topics of your microlessons suitable for your students?

1. not suitable at all
2. somewhat suitable
3. generally suitable
4. suitable
5. very suitable

_____ 7. To what degree did the students understand the learning aims of your microlessons?

1. no understanding
2. some understanding
3. generally understood
4. good understanding
5. clearly understood

_____ 8. To what extent did the students understand the organization of your microlessons?

1. no understanding
2. some understanding
3. generally understood
4. good understanding
5. clearly understood

_____ 9. To what degree did you find the students responsive to your microteaching?

1. not responsive at all
2. somewhat responsive
3. responsive
4. very responsive
5. extremely responsive

_____10. To what extent did the students participate in your microlessons?

1. no participation
2. some participation
3. generally participating
4. participating
5. clearly participating

_____ 11. To what degree did you find the students had a feeling of accomplishment concerning your microlessons?

1. nothing accomplished
2. some accomplishment
3. general feeling of accomplishment
4. lesson accomplished
5. clearly accomplished

_____ 12. To what extent was your last microteaching influenced by your <u>previous laboratory teaching experiences</u>?

1. not influenced at all
2. somewhat influenced
3. significantly influenced
4. greatly influenced
5. completely changed

_____ 13. To what degree do you feel the teaching techniques practised will help you in student teaching?

1. not helpful at all
2. somewhat helpful
3. helpful
4. very helpful
5. most helpful to date

_____ 14. To what degree were you confident that the students had the background knowledge necessary for your microlessons?

1. impossible to determine
2. no confidence
3. unsure
4. confident
5. fully confident

_____ 15. Which of the following best describes the rapport between you and your students?

1. poor
2. fair
3. good
4. very good
5. excellent

_____ 16. To what extent were you able to communicate your enthusiasm for your microlessons to the students?

1. no enthusiasm at all
2. some enthusiasm
3. generally enthusiastic
4. enthusiastic
5. very enthusiastic

_____ 17. To what degree was your orientation to the laboratory procedures helpful in preparing for your microteaching experiences?

1. not helpful at all
2. somewhat helpful
3. helpful
4. very helpful
5. essential

_____ 18. To what degree did your methodology courses help you in preparing for your microteaching?

1. not helpful at all
2. somewhat helpful
3. helpful
4. very helpful
5. essential

_____ 19. To what extent did you find the viewing of the model tape on each microlesson useful?

1. not useful at all
2. somewhat useful
3. useful
4. very useful
5. essential

_____ 20. To what degree did you find the instructional materials passed out to you by the Teaching Techniques Laboratory helpful?

1. not helpful at all
2. somewhat helpful
3. helpful
4. very helpful
5. essential

_____ 21. How much time did you spend preparing for your <u>first</u> microteaching?

1. less than 30 minutes
2. 30-60 minutes
3. 60-120 minutes
4. 120-180 minutes
5. more than 180 minutes

_____ 22. How much time did you spend preparing for your third microteaching?

1. less than 30 minutes
2. 30-60 minutes
3. 60-120 minutes
4. 120-180 minutes
5. more than 180 minutes

_____ 23. How much time did you spend preparing for your last microteaching?

1. less than 30 minutes
2. 30-60 minutes
3. 60-120 minutes
4. 120-180 minutes
5. more than 180 minutes

_____ 24. How much anxiety did you feel with your first microteaching experience?

1. none at all
2. very little
3. some
4. much
5. very much

_____ 25. How much anxiety did you feel with your third microteaching experience?

1. none at all
2. very little
3. some
4. much
5. very much

_____ 26. How much anxiety did you feel with your last microteaching experience?

1. none at all
2. very little
3. some
4. much
5. very much

7. If you felt anxiety what could be done by your methods professor or by us to reduce your discomfort?

28. What other problems did you as a student teacher encounter in the Teaching Techniques Laboratory? Please list major and minor problems in order of importance.

Major problems

Minor problems

29. Please list in order of importance your suggestions or recommendations for coping with the problems stated in [illegible] 28.

Most important _____

Least important _____

30. Other comments _____

EXECUTING VARIMAX FACTOR ROTATION PROGRAM

No.	Communalities
1	0.6007
2	0.6909
3	0.6326
4	0.4825
5	0.5474
6	0.5020
7	0.5330
8	0.6327
9	0.7487
10	0.6853
11	0.5963
12	0.4633
13	0.5185
14	0.4370
15	0.6722
16	0.5600
17	0.5959
18	0.4608
19	0.5973
20	0.7457
21	0.6568
22	0.8192
23	0.5990
24	0.7924
25	0.7152
26	0.5719

The sum of communalities is 15.8575

Factor	Variance	Pct Var	Cum Pct
1	4.5288	28.5593	28.5593
2	3.5590	22.4435	51.0028
3	2.4497	15.4479	66.4508
4	1.8713	11.8008	78.2516
5	1.7720	11.1746	89.4262
6	1.6767	10.5735	99.9997

Orthogonally Rotated Factor Matrix

	1	2	3	4	5	6
1	0.21505D 00	0.73048D 00	0.11023D-01	-0.13952D 00	0.13360D-01	0.32164D-01
2	0.91395D-01	0.81029D 00	-0.13159D 00	0.61844D-01	0.52249D-01	0.46408D-0
3	0.19580D 00	0.74662D 00	0.49929D-02	-0.11385D-01	0.89984D-01	0.16909D (
4	0.88600D-01	0.61950D 00	-0.40313D-01	0.32929D-01	-0.26150D-01	-0.29570D 00
5	0.79833D-01	0.67936D 00	-0.87987D-02	0.11883D 00	0.70930D-01	0.24555D 00
6	0.65194D 00	0.15152D 00	-0.35544D-01	-0.11276D 00	0.17273D 00	-0.10073D 00
7	0.60079D 00	0.56322D-01	-0.27026D 00	-0.13260D-01	-0.21525D 00	0.22219D 00
8	0.58132D 00	-0.29430D-01	-0.32738D-01	0.58200D-01	-0.50513D 00	0.18526D 00
9	0.77580D 00	0.14808D 00	-0.23083D 00	-0.55125D-01	0.19300D 00	-0.17712D 00
10	0.81581D 00	-0.12656D-01	-0.93899D-01	-0.75191D-01	0.61085D-01	0.37745D-0
11	0.74583D 00	0.15382D 00	0.10747D 00	-0.54072D-01	-0.12474D-01	0.42034D-
12	0.98388D-01	0.60485D 00	0.20246D 00	0.17033D 00	0.10897D 00	0.76661D-01
13	0.16662D 00	0.35388D 00	0.34689D 00	0.68103D-02	0.35466D 00	0.34546D 00
14	0.41330D 00	0.17171D 00	-0.25850D 00	0.20384D 00	0.35750D 00	-0.23814D-01
15	0.77416D 00	0.19261D 00	-0.75601D-01	-0.12056D 00	-0.23567D-01	0.12233D 00
16	0.65625D 00	0.29448D 00	-0.78106D-01	-0.17475D 00	-0.64767D-01	0.41725D-01
17	0.20230D 00	0.32434D 00	0.94301D-01	-0.14334D 00	0.16413D 00	0.62724D 00
18	-0.15984D 00	0.22480D 00	0.28454D 00	-0.13509D 00	0.48752D 00	0.21878D (
19	0.16913D 00	0.11726D-01	-0.14024D 00	0.11697D 00	0.70940D 00	0.17885D 00
20	-0.32064D-01	0.16097D-01	0.20951D-01	0.18845D 00	0.91131D-01	0.83677D 00
21	-0.23962D 00	0.77570D-01	0.74556D 00	0.99450D-01	0.16298D 00	0.32991D-01
22	-0.10802D 00	0.27424D-01	0.87053D 00	0.20987D 00	-0.33804D-01	-0.61253D-01
23	-0.56403D-01	-0.10126D 00	0.73232D 00	0.91258D-01	-0.16186D 00	0.12129D 00
24	-0.10314D 00	0.24345D 00	0.20330D-01	0.70686D 00	0.45558D 00	0.12186D 00
25	-0.19493D 00	-0.61038D-01	0.20322D 00	0.78718D 00	0.88705D-01	-0.68127D-01
26	-0.13704D 00	0.11309D 00	0.19963D 00	0.64772D 00	-0.25909D 00	0.11744D 00