

Item	4 <sup>th</sup> Case Study
<b>Introduction</b>	<p>Microteaching goes back to the early and mid-1960s where it was designed at the University of Stanford (Allen &amp; Wang, 1996) and has been considered as one of the most successful techniques in teacher training. The main purpose was that future professionals were conscious of what we call 'educational ac' and that they acquire the pedagogic 'know how' (skill) defined in terms of observable behaviour. This project is based on the main features of these practices, which are: restricted and concise aims formulated in terms of teaching behaviour, independent of the lesson content; symbolic modelling (written and verbal instructions, description of teaching behaviour, verbal interaction) and/or perception (recording sequence, visual and audible in which a 'teacher' shows the behaviours to acquire); teacher-student performance in a simplified teaching situation (with 4 or 5 students; 5 minute lesson) and results analysis with a positive reinforcement of the reached aims.</p>
<b>Type of institution involved</b>	Higher Education
<b>Title of the methodology used</b>	ICTs, ESPs and ZPD through micro lessons in teacher education
<b>Type of educator</b>	Academic Lecturers and Teaching Professionals
<b>Tool/tools used</b>	<p>Since the major goal of this study was to enhance English for Specific Purposes (ESP) learning and Zone of Proximal Development (ZPD) interaction with technology through microteaching in teacher education, researchers considered to identify how Information and Communications Technology (ICT) can be used in these settings in three different instructive ways: as a support (video) for analysis through teacher-instructor interaction, as a means of social interaction and use of language for education between teacher and students (use of technology for instruction), and as a way to create their own designed materials for language training (through the use of technology).</p> <p>The most frequent and efficient method for identifying learning acquisition, dialogic interaction and critical thinking is through self-reported data questionnaires and interviews (Kavaliauskienė, Kaminskienė, &amp; Anusiene, 2007, p. 161), which are the means for data collection in the current study. The questionnaire, based on Johnson (2007) and Pool et al. (2013, p. 455), placed reliance on quantitative data and contained twelve Likert-scale questions related to the use of interaction, ICTs and ESPs in microlessons where students selected in a scale from 1 ('agree') to 2 ('disagree'). Qualitative data were obtained from an open question concerning rationalisation of their experience and proposals for improvement. Succeeding data analysis, interviews were held in order to foster student's critical thinking about their own teaching-learning experience. This reflection was discussed in a dialogic relation between the language teacher-instructor and the teacher-candidates, therefore enhancing the ZPD.</p> <p>This study used a microteaching practise to study learner's training, analysis and reflection on the specific language, as well as the methods and skills needed to teach foreign languages. The participants were thirty-four second-year full time students of English as a foreign language in BA (Hons.) Primary Education. The case study has been carried out outside class time in groups of three students along the twelve European Credit Transfer and Accumulation System (ECTS) contact hours assigned to the course. The action, designed to reinforce the contents of the subject, is divided in three different sections after Wallace (1991)</p>

**Main Challenges,  
Key Success and  
Enabling Factors**

and Seidel's (1998) model of qualitative data analysis: noticing, collecting and thinking.

The main project consisted of the preparation, presentation and video recording in class of a microteaching that developed activities, methods and strategies for teaching English in early childhood education. The most relevant topics were recapitulated in a glossary to be reviewed and considered during the action. The microlesson involved noticing language development, appropriate use of terms and concepts related to ESP in pre-school, interaction between group members to plan and time the lesson (e.g. face to face meetings, technological communication using different resources like Google Drive, Dropbox, etc.), co-construction and collaborative working, and creation of own designed (technological) materials for language training.

The evaluation process is an important part of any training program; therefore the second assignment required data collection and analysis. After watching their own microteaching video-recordings in YouTube or Dropbox, students were required to work autonomously through a closed questionnaire about self-performance based on the four rubrics mentioned above.

Kvale (1983) defines the qualitative research interview as an "interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p. 174). In the final phase, learners contribute their own thinking and proposals for improving interaction in the ZPD in a reflective individual discussion face to face with the tutor about their video recording presentation.

The results of the learners' responses and reflections on their own teaching after watching their video performance show that the developed process meets the objectives, as shown in Table 1.

The findings revealed that most respondents (97%) contemplate using ESP vocabulary and concepts related to teaching English in pre-school, whereas 88% used it if from the Glossary "Materials, methods & resources in Early Childhood Education", hence broadening their specific knowledge in the area.

All participants have indicated that in order to achieve teaching goals, lessons were correctly planned and timed (85%) in face to face meetings (84%), and using technology (85%) like e-mails, mobile telephone text messages and Dropbox in collaborative and partnership work (95%). Students have mainly considered that interaction and co-construction of learning deepens relationships (94%) and understanding between partners, leading, therefore, to improvement (91%).

Results have shown, however, that most students (94%) prefer to use traditional resources (flashcards, songs and realia) with the help of technology (YouTube, TEF L websites, etc.) rather than creating their own designed technological materials or programs for language training (6%). Analysis and specification of these data, both written and in personal interviews, indicates that students rated

highly the experience, exceeding our expectations in terms of commitment and interest in the project. Technology (videos) is used for microteaching evaluation and as a means of language and social interaction (students and instructors) not only through the computer, but also with mobile resources (telephone texting). An unexpected outcome showed that ICT was not used for the creation of own design

<b>Lessons Learnt and Recommendations</b>	<p>ed materials for language training through the use of technical programs due to the considerable amount of time that it involves.</p> <p>From the statistical data obtained, the use of technology through microlessons is favourably valued not only as a training technique, but also to practice and introduce new content. Analysis of the different learning-teaching strategies used in the videos led to self-reflection in a dialogic interaction between the language teacher and the teacher-candidates by means of technology (videos and internet) within the ZPD, according to the idea that development is defined both by what a learner can do independently and by what he/she can do when assisted by a more competent adult.</p> <p>The present paper just showed that teachers can use information about Vygotsky's (1978) ZPD to organise classroom activities, providing planned instruction, scaffolding and cooperative learning with technology. These preliminary findings recommend further research on two additional phases; microteaching re-planning and re-teaching, to study how reflection and dialogic interaction within the ZPD can lead to improvement in the desired direction.</p>
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