MICROTEACHING 2.0: THE EXPERIENCE OF STUDENT TEACHERS OF RUSSIAN LANGUAGE AS A FOREIGN

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INTRODUCTION

One of the important requirements for the organization of modern education is to achieve high results in a short period of time, without excessive mental and physical exertion. Delivery of certain theoretical knowledge to students for a short period of time, dressing skills and skills for certain activities in them, as well as monitoring the activities of students, assessing the level of knowledge, skills and skills acquired by them require high pedagogical skills from the teacher, as well as a new approach to the educational process (Azimova, 2022).

COVID-19 pandemic has affected the final months of 2019/2020s semester of the higher education academic year. Even though traditional face-to-face lectures had to be moved online with no purposeful planning, the biggest challenge has been the online assessment of the learning process (García-Peñalvo, Corell, Abella-García, & Grande-de-Prado, 2021). The rich repertoire of online practices adopted by educators during the Covid-19 pandemic opened up new perspectives for educational research to consider e-learning post-pandemic. Focusing on teacher education, it is worth considering the practices adopted to inform the development of future curricula that cultivate teaching competencies for e-learning. As was the case with other teacher education practices, the forced online transition heavily compromised the vividness of microteaching - a technique inherently connected to face-to-face interaction (Zalavra & Makri, 2022). When face-to-face lectures were suspended, the teaching activity was migrated to some kind of distance education modality (García-Peñalvo, Corell, Rivero-Ortega, Rodríguez-Conde, & Rodríguez-García, 2021; Knopik & Oszwa, 2021). On the other hand, this online relocation can be an opportunity to capitalize on online microteaching as a fulfilling e-learning experience in teacher education (Zalavra & Makri, 2022).

In the ICT era, the students are those who will be born and developed in the digital era, therefore like it or not, teachers must have a high level of technology literacy (Istiq'faroh, 2022).

Microteaching is an early stage of teacher education that focuses on the development of teaching competencies through the practice of fundamental teaching competencies. This is consistent with the teach-reteach cycle described by Trott. It consists of (1) the

briefing phase, (2) the preparation phase,4 (3) the teaching stage, (4) the review by the class and the supervisor and, (5) either preparation for the next session or a reteach of the same skill (Trott, 1976).

The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning (Chaudhary, Mahato, Chaudhary & DevBhatia, 2015). We support that online microteaching, apart from providing an alternative method when circumstances impose it, should be integrated within the typical teacher education curriculum to cultivate teaching competencies for e-learning (Zalavra & Makri, 2022).

During microteaching sessions, teacher candidates develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion. The teachers' class management skills improve. They acquire the skills to choose appropriate learner activities, use teaching goals, and even overcome difficulties encountered during the process. On the other hand, by observing the presentation, teacher candidates improve their skills in giving feedback evaluation and learn different teaching strategies (Higgis & Nicholl, 2003).

Microteaching helps develop skills to prepare lesson plans, choose teaching goals, speak in front of a group, ask questions and use evaluation techniques. Teachers' self-confidence grows in a comfortable environment (Higgis & Nicholl, 2003).

Beginning teachers also highly valued microteaching as an effective pedagogical tool that boosted their teaching skills and self-confidence (Ralph, 2014). Furthermore, video-recorded microteaching helped pre-service language teachers reduce their teaching and foreign language anxiety to a moderate level (Büyükkarcı, 2014). Likewise, micro-teaching practices were found to be operational in plummeting the difficulties experienced in the real teaching process (Küçükoğlu et al., 2012), to give student teachers a chance to evaluate their strengths and weaknesses as well as to help them develop timing, planning, asking questions, management of class, using different materials and examples, and physical appearance during the teaching process (Saban & Çoklar, 2013). Finally, the microteaching experience was stated as an influential process for teacher trainees' strong self-efficacy beliefs (Arsal, 2014).

Stoynoff (1999) suggests that microteaching experiences should be structured in a way that the knowledge and teaching are effectively integrated.

Although it is continuously developing and there are new ways to apply of this technique in various educational areas, but no one has used this technology in teaching Russian as a foreign language.

WORKING HYPOTHESIS AND PRINCIPAL OBJECTIVES SOUGHT

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real time teaching experiences. The core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent (Remesh, 2013).

<u>The purpose and meaning of the dissertation</u>

Contribute to raising the quality level of the student teachers of Russian as a foreign (RFL) by the use of the microteaching methodology.

<u>General objective</u>

Prove that the use of microteaching technique by student teachers of RFL improves the level of students' understanding of the purpose of the pedagogical practice, contributes to a more successful collection of feedback for the final analysis and increases the effectiveness of test lessons.

<u>Specific objectives</u>

More concretely we could summarize the specific objectives:

1. Conducting a systematic literature review (SLR) methodology on Microteaching techniques and versions of it in teaching foreign languages. More specifically, to Identify microteaching types and techniques from precious research in the teaching of RFL by Chinese students.

2. Describe the use of microteaching 2.0 techniques through a SPOC Russian language course.

3. Compare student teachers' views on using Microteaching 2.0 techniques vs. the use of traditional microteaching techniques.

4. Analyze student teachers' reflection on microteaching. i.e., Calculate the reflective coefficient of RFL teachers who considered using the microteaching strategy on the SPOC Russian language course and evaluate its benefit for the development of their professional prospects.

Hypotheses

The study will consist of three phases that we detail later in the methodology section. The hypotheses are stated for phase 3:

H1: There are statistically significant differences in STs' self-perceptions between the group who use e-microteaching (microteaching 2.0) vs the group who use traditional microteaching (objective #3)

H0: There are no statistically significant differences in STs' self-perceptions between the group who use e-microteaching (microteaching 2.0) vs the group who use traditional microteaching (objective #3)

METHODOLOGY

Research design

In accordance to the Ethical Guidelines for Educational Research of BERA (British Educational Research Association (BERA), 2018) the research is based on a naturalistic descriptive approach of mixed methodology because it has qualitative components. Descriptive research would try to understand the specific characteristics of our object of study through the use of categories that allow us to better understand it, but it does not establish in any case its causes. However, it can involve more than one variant of the result and identify the existing relationships between them (López, 2017).

The methodology that will be used will be mixed (Creswell, 2009) in which he will use preferably of qualitative methods that involve "the use and collection of a variety of materials – interview, personal experience, life stories, observations, pictures, videos - that describe routine and problematic situations and the meanings in the lives of people" (Rodriguez-Gomez, Gil Flores, & García Jiménez, 1996, p 32). But quantitative

methods will also be used that use "data collection to test hypotheses, based on numerical measurement and statistical analysis, to establish behavior patterns and test theories" (Sampieri, Collado & Lucio, 2006, p.5).

The research design will be structured in three distinct phases (see Figure 1):
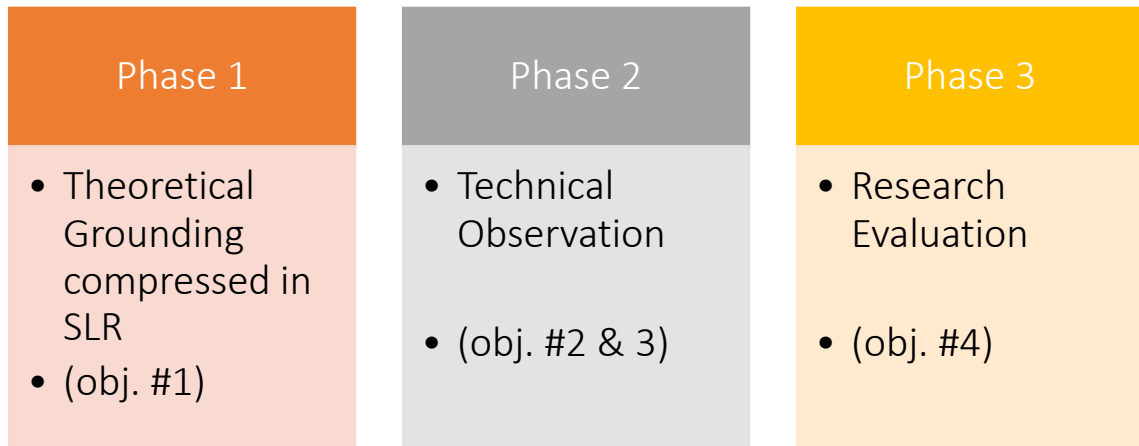
Phase 1	Phase 2	Phase 3
• Theoretical Grounding compressed in SLR • (obj. #1)	• Technical Observation • (obj. #2 & 3)	• Research Evaluation • (obj. #4)

-Research study 1:

For the most qualitative analysis of the literature, the systematic literature review (SLR) method was chosen. Systematic reviews form a broad family of methods and approaches and are made absolutely necessary by the enormous volume of scientific output in digital format that is potentially accessible (García-Peñalvo, 2022).

To carry out this analysis, the following sources was studied:

https://www.researchgate.net/, https://www.scopus.com/home.uri and many others web-libraries were analyzed, especially the materials that pay attention to using microteaching techniques in teaching foreign languages.

-Research Study 2:

Based on the reviews from the previous analysis, microteaching 2.0 and traditional microteaching technique will be used during the lessons of Russian language as a foreign giving by international master students, with the aim of contributing to optimize and improve teaching practice.

-Research Study 3:

During the 2023/2024 academic year, 80 students in the final year of master studies university students with a bachelor Diploma of a Teacher of Russian as a foreign language (RFL) Education from the Kazan State University will use this platform for collecting the evaluation of their teaching practice. After, they will complete a questionnaire to establish the comparison between using this platform or using a traditional way of evaluation after practicing of being a teacher.

Population and sample

The population of the students who is learning RFL in Russian Federation in 2021 is n=324.000 (https://minobrnauki.gov.ru/press-center/news/?ELEMENT_ID=46158, 2022).

Out of them the sample of this study would be 80 students in the final year of master studies university students with a bachelor Diploma of a Teacher of Russian as a foreign language (RFL) Education from the Kazan Federal University in 2021-2022. We will also have two expert professors for the observation of conducting the microteaching 2.0 and traditional lessons.

Type of design: Mixed method approach (Creswell, 2013) based on a QUANT-qual methodology. The quantitive part will be based on quasiexperimental research and/or correlational research. As for the qualitative part our analysis will be based on phenomenology.

Data collection

1) After the process of conducting the microteaching lessons two expert professors currently practicing teaching methodism of teaching RFL will take part in the validation of the student teachers practice by putting them in practice for 15 days in 2023.

The data derived from the student teachers and experts' will be collected through the questions asked to them through a survey specifically designed for this study and to be validated.

2) Once the platform has been studied and fulfilled with the necessary material, which prepares student teachers to the practice, we need to collect the videos

of RFL student teachers who lead the lessons using the microteaching 2.0 and traditional microteaching. Then using special questionnaire, we evaluate microteaching technique benefit for the development of their professional prospects. This questionnaire will be applied to a group of 40 master students of RFL student teachers.

Data analysis

-Research study 1:

For the most qualitative analysis of the literature, the systematic literature review method was chosen. This method is based on the accumulated findings from prior research in a research domain, where individual studies constitute building blocks (Barari & Paul, 2021). It is expected that a new study will build on previous findings to contribute to knowledge formation and development in a research domain. To accomplish this, authors must define their research objectives based on gaps in the relevant literature, and design a study to addresses this gap (Paul et al.,2021). This requires deep knowledge and under-standing of a research domain, which can be facilitated by systematic literature reviews (SLRs).

This method is considered to be a scientific and highly informative method for systematically collecting, reviewing, and synthesizing research findings on a particular topic (Paul et al.,2021) to determine what is known–and what is not known—at domain (Card, 2015). SLRs allow readers to glean a deep under-standing of literature and also help them to identify research gaps in the area (Paul & Criado, 2020).

-Research study 2:

The difference between traditional microteaching technique and microteaching 2.0 will be clearly seen during the lessons which will be conducted in Microsoft Teams and the used for the analysis on the SPOC Russian language course.

At every step of the analysis of microteaching lesson we will use the categories of reflexivity well described by Amobi (2005). Amobi developed four stages of reflectivity: describe, inform, confront, and reconstruct. These categories originated from Smyth's (1989) work, but Amobi described that Smyth's components targeted teachers'

concerns about the political and ethical issues underlying teaching, whereas Amobi's categories represented the progression of preservice teachers' reflectivity on the sequence and consequences of their microteaching.

Briefly, the four categories of microteaching reflectivity can converge toward three aspects, with specific questions (Amobi, 2005, p. 119): 1) Describe (what did I intend to do in this micro-lesson?), 2) Inform (what did I do?), and 3) Confront and reconstruct (what would I do differently if I were to teach this microlesson again?) Amobi's (2005) framework of microteaching reflectivity traditionally was used to analyze the preservice teachers' reflective thinking and sequence and consequences of their instructional actions. So that it seems perfectly appropriate to use these stages for our work.

-Research study 3:

Two experts will be participating in evaluation process and will carry out the validation process of the 20-question questionnaire prepared and will mark the grade according to the final items what will show the level of successfulness of the lesson.

Of the application of the questionnaire will be performed a reliability analysis with Alpha of Cronbach. Finally, a Exploratory Factor Analysis (EFA) will be performed.

The data obtained from the questionnaires that will be passed to the students who were participating in this microteaching practice.

It will be analyzed using SPSS - Software for performing quantitative data analysis, which allows you to use advanced techniques to obtain meaningful information from the data obtained.

There will be held:

Descriptive analyses: of frequencies, percentages, standard deviation, variance, etc.,

Comparative analyses: Student's T.

MATERIAL MEANS AND RESOURCES AVAILABLE

This work is carried out in the PhD programme: Training in the Knowledge Society (García-Peñalvo, 2014; 2021), with its portal being the main tool for communication and visibility of progress (García-Peñalvo et al., 2019b).

This thesis is developed in the GRIAL Group of the University of Salamanca (García-Peñalvo et al., 2019a; GRIAL Group, 2019).

- IBM SPSS Statistic for qualitative analysis.

- SPSS: Software for performing quantitative data analysis.

- Online work tools: Google Drive, Microsoft Teams and Skype.

- Cloud storage tools: Google Drive.

TIMING SCHEDULE

FIRST YEAR	2021			2022						
	October	*November*	*December*	*January*	*February*	*March*	*April*	*May*	*June*	*July*
Selection the theme	▨									
Revision of bibliography (PHASE 1)	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
Theoretical framework (PHASE 1)	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
Research Plan	▨	▨	▨	▨	▨					
Ethical consents (PHASE 1)	▨	▨	▨							
Data collection (FASE 1)	▨	▨	▨							
Analysis of the literature and difference between MT and MT 2.0				▨	▨	▨	▨	▨	▨	▨
The 5th International Conference on New Trends in Teaching and Education (16-18 of September)										▨
Article (Start writing a draft according to the rules for authors of the Revista Complutense de Educación/ REDIE)				▨	▨	▨	▨	▨	▨	▨
Annual review of the thesis										▨
SECOND YEAR	2022					2023				

	September	October	November	December	January	February	March	April	May	June
Revision of bibliography (PHASE 2)	█	█	█	█	█	█	█	█	█	█
Theoretical framework (PHASE 2)	█	█	█	█	█	█	█	█	█	█
Choosing the platform for analysis the MT lessons	█	█								
Preparing students to teaching practice			█							
Teaching practice				█	█	█	█			
Design and validation of a likert-type scale survey					█	█	█			
EDULEARN23 (4-6 of July)										█
The 23rd International Conference on Diversity in Organizations, Communities & Nations										
Submit article PHASE 1	█	█	█	█						█
Collecting PHASE 2 result			█	█	█	█	█	█	█	█
Research stay										
Annual review of the thesis										█

THIRD YEAR	2023				2024					
	September	October	November	December	January	February	March	April	May	June
Revision of bibliography (PHASE 2)	█	█	█	█	█	█	█	█	█	█
Theoretical framework (PHASE 2)	█	█	█	█	█	█	█	█	█	█
Questionnaire design	█	█								
Validation of the		█	█							

questionnaire (20 questions)	▓	▓							
Filling the questionnaire by the student teachers					▓				
Reliability analysis with Cronbach's Alpha						▓			
Factor analysis							▓		
Descriptive analyses (of frequencies, percentages, standard deviation, variance, etc.)							▓		
Comparative analyses (Student's T)							▓		
Submit article PHASE 2	▓	▓	▓				▓		
PHASE 3 Article (Have finished a draft according to the rules for authors of the journal Teaching and Teacher Education)			▓	▓	▓	▓	▓	▓	▓
CONFERENCE in June 2024									▓
Research stay									
Annual review of the thesis									▓

FOURTH YEAR	*2024*				*2025*					
	September	*October*	*November*	*December*	*January*	*February*	*March*	*April*	*May*	*June*
Revision of bibliography (PHASE 3)	▓	▓	▓	▓						
Theoretical framework	▓	▓	▓	▓	▓	▓				

(PHASE 3)									
Research stay									
Annual review of the thesis									

FIFTH YEAR	2025				2026					
	September	*October*	*November*	*December*	*January*	*February*	*March*	*April*	*May*	*June*
Delivery of the thesis										
Defense of the thesis										

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