

## A B S T R A C T

The present experiment, the first of its kind at the Ramallah Women's Training Centre, UNRWA/UNESCO, was designed to test the following hypothesis: "There is no significant difference in teaching effectiveness between the student teachers whose training is reinforced through the use of micro-teaching and those that are solely exposed to the traditional practice teaching conditions".

A Random sample of 24 trainees was selected out of a total of 161 from the first year student teachers. "12" of these formed the experimental group and "12" the control.

The experimental group underwent training through the use of micro-teaching for a period of four weeks in the following teaching skills:

- Set Induction
- Stimulus Variation
- Basic Questioning - Divergent and Fluency in Questions.

Every member of the experimental group was trained in each of the above skills for two consecutive sessions, the duration of each session being five minutes.

The student teacher was video-taped during her first session of training in each of the teaching skills. Then there was a feedback after which the student was video-recorded a second time. During the fourth week, the student teacher gave a lesson of 15-20 minutes which encompassed the three teaching skills she was trained in, and this time there was no re-teach. Six weeks later,

the experimental group attended together with the rest of the trainees a practice teaching session at the schools as is done traditionally. At the end of the session, a testing committee attended classes to both the experimental and the control group without prior knowledge to which of the groups each of the trainees belonged. Both groups were assessed by the committee following the forms of assessment designed by Stanford University and the ones used too by the present researcher for training the student teachers in each of the video-recordings.

The single analysis of variance was used to analyse the data. The result was that the difference between the experimental group and the control group was quite significant. This conclusion refuted the null hypothesis under study, and showed that the use of microteaching as a reinforcement medium to traditional practices in training student teachers was effective.

It was recommended then, that it ought to be adopted by all teacher training colleges.