

MICROTEACHING TEST INFORMATION

I. Do I Need to Have a Microteaching Test?

If you will be teaching a language in a Teaching Assistant in the Literatures, Culture and Languages Department, you do not need to have a Microteaching Test.

For all other departments, if you received a score of 22-26 on the speaking section of the iBT TOEFL test, a score of 7.0-7.5 on the speaking section of the IELTS, a PTE score between 62 and 73, or an EAQUALs score of B2 or B2+ from the TOEFL Waiver Interview, then you will need to pass the Microteaching Test to demonstrate your English proficiency and be certified to teach.

II. About the Test

The Microteaching Test consists of three parts:

- a 5-minute prepared presentation;
- a 2-minute question and answer session on your presentation;
- a 3-minute explanation of a term related to your field of study.

These three parts are described below.

Part 1: a **5-minute presentation**

Purpose: To evaluate your speaking skills (grammar, vocabulary, pronunciation of individual sounds and words, word and sentence level stress, and intonation) using an EAQUALs based rubric.

Prepare a **5-minute presentation** on a topic that would be taught in a beginner/ freshman/ 1000's level class in your department.

Your presentation will be timed and at the end of 5 minutes, a timer will ring. You can finish your sentence or thought, but you do not have to present all of your prepared material if it exceeds 5 minutes. There is no penalty for this and your exam will not be negatively evaluated based on whether your presentation was complete or not. When you hear the timer you should make some kind of summary or conclusion of the material you've presented so far. What we need is a 5-minute sample of your speech. By that time we will know how well we can understand you whether you finish the lesson or not.

Important Note:

Your presentation during the first 5 minutes of the Microteaching exam must be original and not a repetition of a presentation that you have given in an ITA class an EEC class, or in a previous Microteaching test. Repeating the same or very similar presentation is a strong indicator of a lack of linguistic flexibility (limited proficiency). Repeating the same presentation is a form of *Misrepresentation*, which is considered a type of scholarly misconduct.

Part 2: a 2-minute question and answer session

Purpose: To see how well you understand and respond to our questions and to evaluate your English proficiency in an unrehearsed speech sample.

You will have two minutes for us to ask you questions. The undergraduate raters are instructed to ask any kind of question they can think of; they may ask a question about something you have already explained or about something related to your topic. The instructors might also ask you questions.

Part 3: a 3-minute explanation of a term

Purpose: To evaluate your English proficiency with an unrehearsed speech sample.

Next, you will be asked to explain a common term in your field. The term you will be asked to explain is a term that you can expect to find in an introductory level course in your department. The term will be taken from a list that will be given to you 24 hours before you take the test. You are not being tested on your knowledge of your field. We just want to make sure that you can talk about the subject matter in a way that undergraduates can easily comprehend.

III. Choosing a Topic

When choosing a topic, think about which topics would be appropriate for undergraduate students at the University of Connecticut. One place to look for a topic is the textbooks from introductory level courses in your field. These textbooks and materials can usually be found in your department, so be sure to ask the department's administrative assistant. It might help you to imagine that an undergraduate student in your class has come to you with a question about this topic: "I don't understand X," "Can you explain X to me?" Your prepared presentation will be your response to that question.

IV. Guidelines for Your Prepared Presentation

- Begin by greeting the class: For example, "Good morning/ afternoon everyone. My name is/ I am ____ and I'm from the X Department (or I am from X.)"
- Tell us what you will be discussing: "Today we are going to be talking about X."
- Ask an opening question. A question can let you know if the audience is familiar with your topic; e.g. "Can anyone tell me what X is?" Questions also get the audience's attention and help them to start thinking about the subject; e.g. "Have you ever noticed...?" "Have you ever wondered...?" Don't forget to wait for the class to respond!

- Teach your prepared lesson. We may interrupt you with questions if we need to clarify something you've said. It is okay to use notes or a written outline, but you may not read your presentation.
- When the timer rings, finish your thought / sentence and then give a brief summary of what you've discussed so far. Again, you do not have to present all of your prepared material if it exceeds 5 minutes!

You are permitted to consult notes during all parts of the exam, but you should not read verbatim from notes or copy your notes onto the board.

You may use the board during any part of the exam, but try to keep diagrams and charts simple so that you don't spend an excessive amount of time writing.

You are not expected to give an introduction of yourself other than to say your name and department.

Important:

- **You may not use PowerPoint for any part of your Microteaching Test.**
- **Don't memorize your presentation word by word. Memorizing complete sentences impacts many language features, including: word stress, sentence level stress, intonation, and pausing.**

V. Preparing for the Microteaching Test

We are listening for your overall ability to communicate in English. The best way to prepare for this exam is to speak English as much as possible in a variety of social and academic contexts.

You should:

- look for feedback on your speaking skills and ask for feedback when you find that you are not getting it.
- notice key words and phrases that are commonly used by your English-speaking peers, undergraduates, and community members.
- try to incorporate good examples of speech (phrases, words, grammatical structures) into your everyday speech and get more feedback on your speaking!
- prepare a sample outline of things you would like to say and come into the test prepared to talk about an academic topic and to interact with students and instructors.

VI. Evaluation and Getting Your Results

You will be evaluated by at least two instructors and several undergraduate students. You will also be videotaped. After the results have been compiled, you will have the opportunity to review your videotape and will receive copies of all of the evaluation forms.

After you complete your test, the instructor will compile the responses from the evaluation forms. If only one instructor was present to rate your actual presentation, a second instructor will rate you by watching the video. How long it will take to get the results depends on the number of students who took the test at the same time. The results include if you Passed or Failed and what classes you are required to take, if any.

The results of the test will be sent directly to you and to your department contact person (usually the department administrative assistant or TA coordinator.) You are responsible for following through on the recommended action, whether it be watching your videotape or taking a class. After you receive your results, we strongly encourage you to view your videotape and read the copies of your evaluation forms, even if you have passed the test. There is always useful information in the video or helpful comments on the evaluations that you can use to encourage your strengths and strengthen your weaknesses.

To set up an appointment to watch your Microteaching Test video or to answer further questions about the Microteaching Test contact: Jeannie.Slayton@uconn.edu