

MICROTEACHING TEST INFORMATION

I. Do I need to take the Microteaching Test?

If you are teaching a language in a Teaching Assistant in the Literatures, Culture and Languages Department, you do not need to take the 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 / IELTS 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 3-minute prepared presentation
- a 3-minute question and answer session with undergraduate students participating
- an interview (approximately 5-10 minutes)

These three parts are described below.

Part 1: A 3-minute presentation

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

Prepare a **3-minute presentation** on a topic that would be taught in an introductory undergraduate 1000's level class in your department.

Your presentation will be timed and at the end of 3 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 3 minutes. There is no penalty for not completing your entire prepared presentation 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 3-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 3 minutes of the Microteaching exam must be original and not a repetition of a presentation that you have given in an ITA class a Language Support 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 3-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 three minutes for us to ask you questions. The undergraduate audience is 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: An interview (approximately 5 -10 minutes)

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

Next, you will be asked a series of questions. The questions will all relate to general knowledge in your academic field or in teaching. You will not need to prepare anything for this section of the test in advance. Remember that we are listening to your English proficiency and not scoring your content area knowledge. You should reply to questions with explanations which show us the depth and breadth of your English language skills.

III. Choosing a Topic

When choosing a topic for your prepared presentation, 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. Be careful to select a topic for university level instruction. A topic that is geared towards very basic knowledge (ex. "What is a mean?") is not appropriate and will not let you show the range of vocabulary, grammatical precision, and linguistic flexibility expected in the university classroom.

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 3 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 Note:

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

After you complete your test, the UCAELI instructor or test administrator will compile responses for the evaluation forms. You will receive your evaluation results within a week of the testing date via email. Your exam will be recorded.

The results include if you **PASSED** or **FAILED** and what language support course 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 (example: enrolling to a language support course). After you receive your results, we strongly encourage you to read the copy of your evaluation forms, even if you have passed the test. There is always useful information or helpful comments on the evaluations that you can use to encourage your strengths and strengthen your weaknesses.

To set up an appointment to answer further questions about the Microteaching Test contact: Jeannie.slayton@uconn.edu