

The Promotion of Microteaching Practicum to Enhance Thai-Teaching Major Students' Readiness in Organizing Instruction During the Spread of COVID-19 Virus Situation

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Abstract

This research was aimed at: 1) enhancing practice of microteaching for Thai-teaching major students to assure their readiness in organizing instruction during the spread of COVID-19 virus situation, and, 2) providing guideline for carrying out microteaching for students majoring Thai teaching to assure their readiness in organizing instruction in the midst of the spread of COVID-19 virus situation. This research had utilized qualitative research methodology for the study. The sample subject used were selectively selected from Thai-teaching major 4th year undergraduate students (61 code number) who had registered in the course 100488 MICRO TEACHING PRACTICE, in 2nd semester, 2021 academic year, totaling 8 subjects. The research instruments included 1) plans and schedule for instructional organization on microteaching, 2) worksheet for organizing microteaching learning plans, 3) form for recording the instructional preparation for each skill, 4) self-assessment form, 5) student's feedback form, 6) teaching observation form, 7) post-instruction reflection form, 8) group discussion, 9) individual student interview, and, 10) reflection form to be responded by students at the end of the course. The qualitative data were analyzed via content analysis on the findings obtained from observation, interviews, focus group discussion, student's instructional practice and their performance outcomes.

Outcomes of the research are as follows. Firstly, actions to help enable students could come in form of: 1) enhancing new knowledge and learning experience, 2) comparing what occurring to the students between pre-instruction and post-instruction to see if and how students changed, improved, developed, themselves, 3) promoting microteaching practicum to enable students to train themselves on communication skills, skill in constructing instructional media, teaching skills, and thinking skills, and, 4) As the results of utilizing microteaching practicum, students had gained knowledge and readiness in carrying out online instruction. Secondly, the researcher had proposed the guideline called "9 pinciples for facilitating microteaching practice for Thai-teaching major students to gain readiness in organizing instruction in the spread of COVID-19 virus situation."

Keywords: teaching practicum, microteaching, Thai-teaching major students, instructional organization, spread of COVID-19 virus situation

1. Introduction

Epidemic of coronavirus COVID-19 virus had shown up since December 31, 2019, in Wuhan China, and had spread up to now. Such situation has tremendously affected instructional organization at every level in schools and universities including tutorial schools and language teaching institutions. Such situation of serious widespread of disease had led to education reform. UNESCO had anticipated that at the present there are 363 million students all over the world affected by the epidemic of coronavirus COVID-19 virus crisis. It had been anticipated that schools and colleges in 15 countries in Asia, Middle East, Europe, and North America had shut down schools and colleges. Meanwhile, some schools and colleges in many countries had applied variety of technology to facilitate online teaching. China is the first country to announce the stop of instructional activities at schools and universities leading the teachers and students to utilize online teaching. Meanwhile, the United States of America had begun to close down the schools to prevent epidemic of virus. The world leading universities in the United States of America such as Harvard had announced its virtual education program. It had

taken online teaching to replace classroom one since March 23, 2020. Likewise, Princeton University, Stanford University, and many other leading ones in United States of America had got themselves prepared to utilize such approach as well to assure the student's ability to learn from home (Inthason, 2020).

Likewise, many educational institutions at every level in Thailand had started their online model of instruction. The emergence of COVID-19 crisis or "Coronavirus" had quickly and tremendously affected every sector. One of the measures to control the widespread of COVID-19 under the control of public health emergency practices is social-distancing during carrying out various activities. It encouraged individuals to adjust themselves to fit the new normal way of life. This is particularly true for educational institutions. They have to stop their normal instruction and turn to utilize online instruction.

At the Faculty of Education, Chiang Mai University, Lecturer Torpong Wannawati is the one who had started to design and set up the instructional plan for microteaching course for English-major students facilitated by faculty members in each teaching program. Such efforts are to train and enhance readiness for teaching and skills for 4th year students before entering 5th year class when they have to engage teaching practicum in the school. Micro-teaching course is the simulation to train the student's teaching skills by carrying out the instruction for small-group students. Teaching skills are significant for instructional organization at every level of school. It could help develop students in every aspect. Student teachers should be facilitated to constantly practice their teaching to assure their expertise. To assure the skills, the professor had to utilize one of the instructional organizations which student teachers have to acquire is micro-teaching. The program is to equip the student-teachers with the skill in facilitate learning before they enter the real situation. Such process requires good modelling with clear evaluative procedures including photo and sound recordings to assure the feedback for the trainees to learn and correct the practice along the suggestions. Microteaching could facilitate the teacher students to practice their learning management particularly in the parts having not been done or done but not well enough to assure their ability in carrying out instruction in school (Khammani, 2011). In general, microteaching is the practice of teaching skills in micro style both in aspect of the content and time used. The instruction spends about 5–10 minutes for each skill. Microteaching skills could be divided into 10 main skills: 1) set induction skill, 2) explanation skill, 3) skill in arousing and attacking student's interest, 4) questioning skill, 5) reinforcing skill, 6) lesson concluding skill, 7) role playing skill, 8) instructional-media using skill, 9) Class-room controlling skill, and 10) Skill in developing students' conceptual developing. (Malila, 1983, cited in Teerawithayalert, et al., 2019)

Consequently, an important role of the faculty of education of all the universities in Thailand is to speed up their effort to produce teachers who have knowledge and ability in organizing instruction for students in various ways with effectiveness. It is particularly the case midst of widespread of COVID-19 as it has tremendously affected instructional organization of teacher. Many schools have adjusted their practice and applied certain practice such as online instruction or combination of online instruction with that of onsite teaching. All are to help enhance the student's readiness to engage in teacher professional practicum and to enhance their learning outcomes. It is then necessary and important to train and support student teachers studying in the Faculty of Education to adjust themselves and teaching methods to be ready for the new professional requirement. Consequently, the researcher would like to carry out the practicum on microteaching for 4th year Thai-teaching major students to assure their readiness in organizing instruction for the school students before they step up to 5th year class when they have to engage in their teaching practicum in schools.

2. Objectives

- 1) To facilitate Thai-teaching major students in carrying out microteaching in school and gain readiness in organizing instruction during the spread of COVID-19 virus
- 2) To propose the guideline for engaging in microteaching practicum for Thai-teaching major students to assure their readiness in organizing instruction in the midst of COVID-19 virus spreading situation

3. Methodology

3.1 Population and Sample

Research population were years 1 to 5 Thai-teaching major undergraduate students, Faculty of Education, Chiang Mai University, totaling 190 subjects.

The sample used in this research was obtained via purposive sampling of 4th year undergraduate Thai-teaching major students enrolled in 100488 MICRO TEACHING PRACTICE, 2nd semester, 2021 academic year, totaling 8 subjects.

3.2 Research Instruments and their Quality

- 1) Plan and practice of instructional organization along microteaching approach for 2nd semester of 2021 academic year included introduction, planning for organizing micro-teaching lessons for enhancing 5 main skills including: Skill 1 creating familiarity, Skill 2 arousing student's interest, Skill 3 question raising and classroom discussion, Skill 4 explaining and lesson concluding, and, Skill 5 content integration skill including other skills such as self-evaluation, reinforcement, feedbacking, communicating, utilizing learning resources, work assigning, and class controlling.
- 2) Worksheet for planning to organize micro-teaching lessons
- 3) Form for note taking while preparing the instruction at each skill
- 4) Self-evaluating forms
- 5) Student's feedback including peer's reflection on student's instructional behaviour for each instruction
- 6) Teaching observation form to be filled up by supervising instructor concerning teaching behavior of the student at each practice
- 7) Form for recording post-instruction reflection after observing instruction reflecting student's opinion and their feeling and opinion on his/her classroom instructional practice
- 8) Group discussion which is carried out in form of focus group discussion to exchange opinions between and among students and lecturer after practicing each of the 5 microteaching skills to check and evaluate each of the classroom instructions
- 9) Student individual interview
- 10) Reflection form for students to write up reflection on each of the issues assigned as follows:
 - a) New knowledge and experience acquired and learned by students
 - b) What occurred to the student before and after the class to check what and how much development gained including the improvement in each aspect and how?
 - c) How could microteaching practicum enable students to practise and gain these skills; communication skill, skill in constructing instructional media, teaching skills, and thinking skills
 - d) Could microteaching practicum help students to obtain knowledge and readiness in organizing online instruction or not and how?
 - e) What are the advantages and disadvantages of studying and training microteaching practicum via online system?
 - f) What acquired by the students from studying microteaching practicum which could be modified and applied in their teaching profession in the future?
 - g) Student's comments and suggestions on the lecturer and teaching practicum including microteaching to serve as the guideline for improving and developing instruction for new class students

3.3 Data Collection

The researcher had collected qualitative data along steps of instructional process of microteaching practicum. The 3 steps included pre-instructional step and post-instructional steps along the steps of action research including the steps suggested by Kemmis and McTaggart (1988), namely, 1) Plan, 2) Act, 3) Observe, and, 4) Reflect. The steps to collect the research data cover the following cycles:

Cycle 1: Orientation and Training

PLAN

The step is to present orientation on the course covering the role of the whole faculty and Thai-teaching section. Afterward, the training set up for the students to enhance their knowledge and understanding on the program's objectives, course description, instructional organization lecture schedule, topics, procedural steps, and instructional methods and details of microteaching practicum course to assure the student's knowledge and understanding to get the target group's preparation for studying the course covering both theories and practice for 8 students serving as the research subjects. They were undergraduate Thai-teaching major students, (61 student's code) who had enrolled in 100488 MICRO TEACHING PRACTICE, 2nd semester, 2021 academic year. The course was taught by the researcher who carried out the course.

ACT

Orientation was carried out to equip students with knowledge on the course contents along the date and time and topics set in the course on microteaching practicum for the students enrolled in this course along the researcher's plan set.

OBSERVE

The section is to observe the operation and students. Data were collected via observation and measurement of student's knowledge and understanding on their attending the class lecture in each topic to check what had been acquired by students.

REFLECT

The section is to reflect on student's orientation and participation in listening to lecture at each of the topics. Focus was on observing their knowledge and understanding reflected at each of the issues obtained by the students.

Cycle 2: Creating and Developing Instructional Organization Plans

PLAN

This is the step of preparing the instruction along instructional process of the microteaching practicum. It is the pre-instructional process organized in form of conference to enable each student to choose topics, contents, and student class level and fill up the details in the form for planning micro-teaching lessons. They have to go from one skill to another identifying objectives and indicators of each topic to be taught relevantly to the contents to be taught along each of the 5 skills: Skill 1 building up familiarity, Skill 2 arousing learner's interest, Skill 3 questioning and discussing, Skill 4 explaining and lesson concluding, and, Skill 5 integrating the instructional plans and activities.

ACT

This is the step instructional preparation along the instructional process of the micro-teaching practicum course. It is the step to train students to create and design micro-teaching instructional organization plan along each learner's skill in form of online model.

OBSERVE

The course lecturer checked the student's micro-teaching organizing plans at each of the 5 skills to check the designing model and planning the online instruction. Afterward, students revise the plans along the course lecturer's comments.

REFLECT

The course lecturer, as the supervising instructor, reflected on the creation and design of the Thai-language course instructional organization plan along micro-teaching mode to train the student's online teaching along each of the 5 skills to each of the 8 students to assure his/her ability to improve the instruction having been planned and practiced.

Cycle 3: Putting the Instruction into Practice

PLAN

Students have to enhance their readiness for the real teaching practice along the instructional organizing plan for the Thai teaching course having been designed and planned along the plans for organizing micro-teaching lessons for each of the 5 skills by practicing the real instruction along online system utilizing Zoom Meeting program.

ACT

Students practiced the real instruction along the instructional procedural steps of the course on microteaching practicum of the Thai-language course instructional organization plan having been designed and organized along the plans for carrying out the micro-teaching lessons for each of the 5 skills totaling 5 sessions along real instruction via online system utilizing Zoom Meeting program.

OBSERVE

Classmate students had observed the student's classroom instruction done for their classmates who served as the target classroom students serving as the target classroom teaching subjects at each of the instructions and each of the 5 teaching skills. They noted down their observation for each of the classroom teaching on each of the 5

instructional skills on the observation form before having post-instruction reflection. The results would be discussed in the post-instruction conference.

REFLECT

This is the step carried out after the true instruction along the instructional process of microteaching practicum or post-teaching conference. The reflection is carried out both by the course students serving as the classroom teacher, their classmates, and course lecturer as supervising instructor of the Thai-language teaching course instructional organization plan having been designed and carried out along the plan for organizing micro-teaching lessons for each of the 5 skills along the instructions carried out via online system or Zoom Meeting.

After getting through the 3 cycles, the researcher as the course lecturer had interviewed with each student concerning the microteaching practicum experienced by the students along various issues. Each student was assigned to fill up the reflection form along each of the issues. Discussion in form of focus group discussion was carried out to encourage exchange of ideas among students and between them and the course lecturer after finishing each of the 5 sessions of the microteaching skill training.

3.4 Data Analysis

Analysing qualitative data by analysing the contents obtained from observation, interview, focus group discussion, student's implementing the instruction, and their products.

4. Results of the Study

Results of the research on the promotion of microteaching practicum to enhance Thai-teaching major students' readiness in organizing instruction during the spread of COVID-19 virus situation could be concluded as follows:

Part 1 Results of the promotion of microteaching for Thai-teaching major students to get their readiness in organizing instruction in the spread of COVID-19 virus situation could be summarized from variety of qualitative data from observing student's instruction, interview, class discussion, work pieces, and student's reflection could be summarized as follows. Firstly, it was found that the process of organizing instruction in form of microteaching practicum along the instruction and action research proposed by Kemmis and McTaggart (1988) covered 4 steps, namely, 1) Plan, 2) Act, 3) Observe, and, 4) Reflect, had led the instruction organized for the students following the procedural steps assuring the student's knowledge and understanding, and enhancing their learning and practice both in theoretical and practical forms on continuous bases. Besides, the researcher had organized the lecture and training to deliver knowledge to the Thai-teaching major students by organizing the training programs along the instructional topics carried out by the resource persons who are the teachers and outside resource person on various issues such as instructional media, carrying out the instruction along psychological principles, using language to communicate instruction via online instruction, for example.

The process also included the practicum on designing instruction along micro-teaching model and engaging the actual online system via zoom meeting along the 5 skills of microteaching. All these processes had opened for Thai-teaching major students to put into practice the concept of microteaching in various aspects to prepare their readiness in organizing instruction in the spread of COVID-19 virus situation. Results of the research obtained via interview, observation, and the student's reflection had revealed that there were direct development and changes in students along the 4 issues as follows:

1. Results of equipping the students with new knowledge and experience could be generally concluded as follows: 1) Instructional organization along the 5 skills, namely, skill in creating familiarity, skill in arousing student's interest, and skills in questioning, explaining, discussing, and concluding. All are to assure the teacher's effective teaching following procedural steps assuring her effective classroom instruction. What important is that the instruction should enable students to apply the obtained knowledge in their daily life. Besides, students also gain experience of exchanging idea about their instructional activity exchange with classmates and the course lecturer assuring their awareness of advantages and disadvantages of the particular instructional activities and realization what they should improve after observing the classmates' classroom instruction. They have also realized their styles while opened vision from observing their classmate practice including variety of their technology applications to assure the real application in the future to come 2) New knowledge and experience acquired or learned from micro-teaching course included variety of teaching techniques of classmates and their application used in teaching. As each classmate has unique method of teaching relevant to his/her personality, when they apply it to the classroom, it helps me get the idea or acquire new knowledge on the technology applicable to online teaching. Beside Zoom, there are many other applications

such as Classdojo Quizlet or other game-playing application making classroom bright and learnable. Besides, one could get in touch with new scenario occurring in classroom enabling me to practice the solution when confronting with the problems. This could also help improve the teacher's instruction to assure higher quality for every learner's skills. It also helps the teacher to identify what to be improved or his/her weaknesses or strengths to further improve his/her instruction with real classroom in the future. 3) From studying the course on micro-teaching, I have obtained new knowledge from faculty member's lecture covering various topics which are applicable in the instructional organization for the real situation. What important is the acquisition of new knowledge and experience from the classmates in various aspects. Each has interesting course design making it interesting offering many new applications and games tremendously applicable for instructional organization. Some activities were not known or seen before but they enabled us to see the techniques having been used by them such as the use of clip for self-introduction in Rapper style, for example. Besides, as we have not got the feedback, we have no realized which is outstanding or requires improvement. The reflection from the lecturer and classmates could facilitate us to have new knowledge and points to be used for further self-development. 4) Concerning knowledge, student have learned how to design the instruction to fit the learner's class level and how to present knowledge with the things to be applied in their daily life and improve their skills including way to speak and behave to fit the target students. This includes the voice usage knowledge including what type of speech, its volume including speaking style, self-expressing, what way the teacher should act while teaching. Last but not least is the instructional media which should be designed to fit the learning's objectives covering letter size, color, and style to attach learner's interest. Activities have to satisfy the principle effective instructional media to assure their best effectiveness. Concerning learning experience, the instruction designer has to realize the principle of simulation for the real instruction. It could enable students to practice classroom speaking to fit the classroom situation and learner's nature. All are to make the teacher prepared to encounter with and confront the problems. The teachers have also to design the learner's activities to fit the subject's objectives. 5) Having truly learned about instructional process. From the theories learned, they still could not see the clear picture of teaching. Having tried it out, they have found that the best way of doing things does not need to be complicated but enable the students to understand and become interested in the study. Having learned about teaching methods used by the classmates enabling them to learn more about the instructional process from one another and to compare with that of theirs to assure they developing themselves more and more. Using instructional technology could lessen the burdens of teacher and enable students to gain more understanding about the lessons if they know how and way to utilize its benefits.

2. Results of instruction to develop the 8 students before and after the instruction to see in what aspects 8 students had changed, improved, and developed themselves and how. The general pictures are as follows: 1) Before studying the micro-teaching course, though I had experience from observing the instruction and had tried out some methods, the organized instructional methods had based on variety of knowledge. After studying the course, I have seen variety of instructional methods carried out by the course lecturer. The lecturer had used variety of teaching techniques, activities, and media. All these pieces of knowledge are applicable for instructional organization in teaching practicum course and the instruction in the future to come. Besides, from experience in studying the micro-teaching course, students could acquire skills in managing time and consequences of instruction. Students had effectively spent time to carry out the activities. Before this, we used spend time beyond the course period and failed to cover all the content matters. Having studying this course, students could have better practice of time management and teaching process including the content ordering facilitating the students to gain knowledge with enjoyment and acquire the thinking process to enhance the student's analytical thinking as well as good consciousness to be topped up further. They would not impose too much contents making the class boring, creating student's consciousness to be topped up in the future. They would not impose too many contents to make the class boring nor over-focus on activities resulting in the learner's failure to gain the expected knowledge and skills. 2) Before actually teaching, I had to design instructional activities relevantly to the contents and student audience as much as possible. The relevant activities could help attack the student's attention. It is difficult but challenging for me. In the beginning classroom instruction, I was too worried and excited fearing that I would not be able to keep up with all the things planned. Nonetheless, the outcomes had come up better that I had thought. After the plans were checked by the advisor, I was praised and recommended what should be improved. After I had one, I have realized myself that I had done a good job to a certain extent and had ability to manage the classroom instruction. After studying micro-teaching course, I have realized advantages and disadvantages of myself while carrying out the classroom instruction. One of the things need to be improved was my word usage. The relevant word should be used to express the idea. Besides, there is a need to add up information when explaining the meaning for certain thing. Such explanation requires the right words to assure the student's understanding. However, the actual class

teaching, the situation is simultaneous. The teacher's speech with relevant words had to be done in time. That's what the teacher had to have skills on classroom speaking and the situation is always simultaneous. Classroom time management is very important. Planning can help to a certain extent but the teacher's language skills are needed. Nonetheless, the effective classroom instructional planning is the point as it could enable the teacher to foresee the problems and make themselves well-prepared. 3) Concerning speaking, I have to make sure I wouldn't speak too fast nor blurrily. We have to spend time to improve our speaking covering volume, tone, and speed to fit the learner's learning style to assure their clear hearing and their learning. Concerning self-posing, before I was not concerned much with it. After learning about micro-teaching, I am more concerned with it as we would become the teacher. We have to be careful in saying things and have to make sure not to release any impolite word. As a teacher, I have to keep my self-expression respectable to the students while teaching in front of the class. Concerning designing the instructional activities, from not so much concerned about it but trying to finish the instruction along the plan. After studying about microteaching, I have realized that the teacher has to set up the instructional plan and design instructional activities to keep their variety and creative. 4) What occurring to me before and after studying micro-teaching course is the clear perception that teaching skills are things to be improved. As the micro-teaching course is like turning classroom into small classroom to open for students to acquire teaching skills to try out their classroom instruction skills. Among the five skills, I have seen that an instructional skill of mine has tremendously changed. Such skill has helped me save time in connect the contents to gain readiness for anything to happen. Before taking the class, I only learned it as theory concerning classroom instruction, I could not be able to connect the theories learned with the real instruction. After taking micro-teaching course, I have learned to adjust the theories learned to apply them to the real instruction. Besides, I discovered the new teaching techniques having not only cited in the textbook but the technique acquired from the teaching practice. These acquired techniques could enable me to practice in the classroom in the future.

3. Being trained in microteaching practicum, students have acquired communication skills, skills in creating instructional media, teaching skills, and thinking skills which could be summarized as follows: 1) Communication Skills. From studying this course, I had a good chance to practice communication skills. After I had discovered that I had not fluently spoken and tremendously stammered, I had increasingly practiced speaking and communication. As a teacher, one has to speak clearly to comprehensively communicate the contents taught with non-boring tone along the interesting procedural steps. After taking this course, I have found that my communication had been much better. Skill in creating instructional media Skill in creating instructional media requires creativity in designing media as the contents alone might had bored students. The teacher had to create instructional media to transmit the contents in a non-boring form. The media had to be created to draw attention of students to have fun and ability to apply the knowledge in their life. Teaching Skills The teacher had learned the teaching techniques and method of various instructional methods and to choose the one that fit the contents and student's needs including to provide knowledge to students along the learning objectives having been set. Thinking Skills students acquired analytical thinking to select the content to teach. A literature has variety of contents and aspects. Teacher could choose certain aspects in relevant to the time spent for instructional organization for each skill and design instructional activities in relevant to online learning and age level of students. The technology and instructional media had to be chosen to interest and enable students to increasingly understand the course substances. 2) Communication Skills. Micro-teaching course had facilitated me to practice my speaking to communicate with the learners and communicating approach to communicate with the learners to enable them to understand what I had taught and communicated. They could also use communicative skill to understand what I had taught and prevented themselves from misunderstand. They could also gain their speaking skills to not misunderstand and gain fluency and not being tenses when being involved with real situation and could effectively deal with the situation. Skill in Creating Instructional Media It is certain that micro-teaching course is the course focusing mainly on instruction. Consequently, the main skill is the skill to create instructional media. As the present time instruction has increasingly utilized online media enabling them to effectively create variety of instructional media. They also paid attention to their self-development. Consequently, the skill to create instructional media is tremendously needed for micro-teaching course. Teaching Skills and Thinking Skills Micro-teaching course had opened for me to train myself on these two skills. This is because teaching skills are the matters hard to teach as they had to fit individual difference. One should spend time in discovering them. Nonetheless, time had productively passed. Thinking skills could enable individuals to review the contents and come up with instructional activities in various forms. The process had enabled us to acquire thinking skill higher than before. 3) Communication Skills. As it is the teaching simulation, the training could be done to train students show to speak to transmit knowledge to the learners. Students make themselves learn from analyzing the communication via the model of messenger and receiver. They should be trained to use the clear, reliable, and understandable words to communicate. As a teacher, all these are important classroom

actions and skills to be able to effectively carry out the classroom instruction. Skill on Instructional Media , Students were trained to have creativity in designing instructional activities and media. This is important for classroom instruction as it has to be able to draw the learner's interest and attention to assure their effective learning. The students have to be trained to design instructional media which are interesting and facilitating learning. Students could learn and get the clear and comprehensive contents of the subject. Effective media would attract the student's interest before getting down to obtain the contents. Such feeling initiated by the media could welcome the learners to get involved with the lesson while learning along the teacher's smooth process of knowledge presentation. Teaching Skills and Thinking Skills ,Skill to practice teaching along the steps and the solution of the problems should they come up. As the instruction has to go along the objectives of such skill, the teacher has to follow the instructional steps keeping herself conscious which steps aimed at.

4. Results of microteaching practicum having equipped students with knowledge for and readiness to organizing online instruction could be summarized as follows: 1) From practicing instruction in the micro-teaching course, I had acquired knowledge and readiness in preparing the online instruction. I had applied knowledge and skills on using media and technology to design the contents and knowledge on creating instructional media or adjusting instructional organization and activities including the use of new techniques to be relevant to online learning to assure the target students to effectively learn as do in the normal classroom. 2) I have knowledge and could set up my readiness for organizing online instruction. I am confident that the teaching practice on each skill could be well done to the whole extent. Students are well responded along positive reinforcement and evaluation. Most of them are on positive direction assuring the confidence that they could endless ability to acquire knowledge having been searched for and readiness preparation either on planning the instruction, making activities joyful and challenging. They have fun and challenge while discovering interesting and new teaching techniques. All these could fulfill their readiness in running the effective classroom. The technique also included the self-evaluation constantly carried out to assure the student's full acquisition of knowledge and experience. 3) I think that teaching practice in the micro-teaching course had helped me acquire knowledge and readiness to organize online instruction. This is because practicing in micro-teaching course could be carried out along online model opening opportunity for students to practice the use of electronic media for instruction. Students are trained to choose the application which is in time and truly usable for instructional organization in form of online instruction. The process also includes the class-control and attacking student's interest and encouraging interaction via online system between students and teacher and among students. 4) Teaching practice in micro-teaching course had helped me to acquire knowledge and enhance readiness for organizing online instruction. As it is online, the instruction had to be relevant to the online model as well. As a teacher, I had to look for the instructional activities carried out on the online model. Besides, I had to learn to increase readiness for in organizing online learning utilizing problems and obstacles as the guideline to carry out micro-teaching course. The program was adjusted to fit such conditions. Issues coming up included student's readiness preparation for media technology. This required teacher's knowledge on technology being used including setting up the activities in which students participate. Though carrying out the processes online, such expected outcome would be actualized if I had not carried out the trial. Problems and obstacles encountered in the real situation could be simulated in advance for the teachers to get used to before encountering the real situation to assure their ability do cope with them. 5) I had helped students to acquire knowledge and readiness in organizing online instruction at it was the simulation of true classroom practice. Such program could enable students to fully confront with the real problem and understand and easily learn about the instructional models. This is particularly relevant during the COVID spread increasing people's understanding on technology to be used for communication. Online teaching then is a choice besides other platforms. All these techniques could help the students to enhance readiness for instruction. 6) I think that teaching practice in the micro-teaching course had helped me acquire knowledge and be ready organizing online instruction as I, myself, had taught micro-teaching course online. I then had experience in organizing online instruction assuring my ability to do it. There are many other activities that could be used by me or my classmates to improve them assuring joyful and challenging activities. There are also many new teaching techniques to be adopted to into online model.



Figure 1. Picture showing teaching practicum of students via online system (Zoom Meeting)

Part 2: Presenting guideline for microteaching Practicum for Thai-teaching major students to enhance their readiness for organizing instruction in the spread of COVID-19 virus situation.

The researcher would like to present the guideline called “9 skill enhancement framework for microteaching practicum for Thai-teaching major students to gain readiness in organizing instruction in the spread of COVID-19 virus situation” as follows:

- 1) Enhancing communicating skills
- 2) Enhancing skill in using language for communication
- 3) Enhancing skill in using technological media
- 4) Enhancing skill in creating and utilizing instructional media
- 5) Enhancing skill in using psychological principles in classroom teaching
- 6) Enhancing skill in creating things
- 7) Enhancing skill in using thinking process
- 8) Enhancing skill in searching for up-to-date data, knowledge, and information
- 9) Enhancing skill in managing time

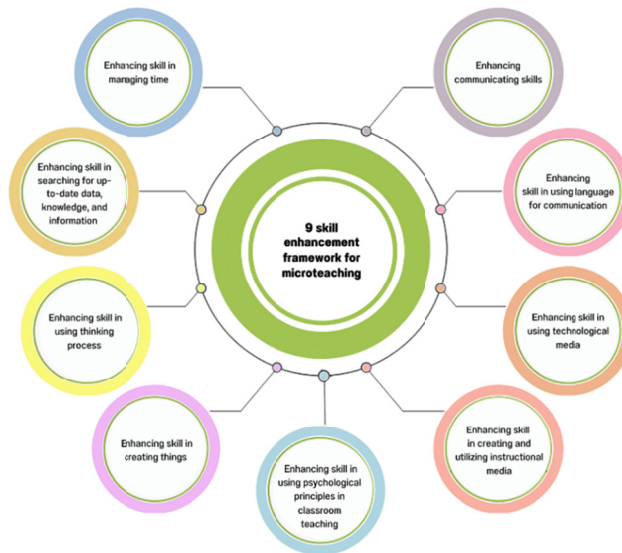


Figure 2. 9 Enhancing principles for training on microteaching for Thai-Teaching major students to gain readiness for organizing instruction in the spread of COVID-19 virus situation.

1) Enhancing communicating skills is referred to the training on developing communicating skills for students in organizing instruction both onsite and online. A particular skill is that of speaking in online instruction which has more constraints than that of speaking in normal classroom communication which is direct and face to face between teacher and students. Important points for communicating skills for online instruction include trying out the equipment and sound system via microphone. The user has to clearly and loudly speak. The speaking must be fluent and clear, without any jerk. The sound is loud enough to be clearly heard. Tone is natural, and wine, and without bark, bend, nor too low or too high and too low basses. Besides, the rhythm should be right not too fast nor slow. The teacher should train herself to repeatedly speak should some students looking left out to assure all of them get what the teacher said and gain more understanding.

2) Enhancing skills in using language to communicate is referred to the use of language in communicating both verbal and non-verbal languages. In case of online, verbal language is the words or statement of teacher is regarded important. Teacher should use the clear and understandable language in concise and communicable. She should not use difficult terms nor diffuse statement. Nonverbal language is body or sign language of teacher in online teaching. It is a way to communicate and very important as well. As it is important that teacher should appropriately dress up and have appropriate body movement. They should not too frequently lift up or move their hands. The teacher's act such as smiling, laughing, eying, eye contacting, nodding, head shaking, thumb raising, or complementing gesture, including sitting position, and posturing of teacher in front of the camera is appropriate or not. When coming out in photo or VDO, how does their look appear, just the face or whole body, is the scene well-lighted, etc. All these would help enhance effectiveness of using language to communicate to finally increase the instruction's effectiveness.

3) Enhancing skill in using media technology is referred to the teacher's skill in using technology to keep up with modern era enabling them to apply appropriate technology to fit the student audience and contents being taught. The teacher has to practice and search for knowledge on fluently using technological media for online teaching. The teacher has to have knowledge and skill in using variety of programs required for carrying out the classroom instruction, such as zoom meeting, google classroom, work creating program, game, activities, or creating variety of instructional media. She also has skill in using basic media such as camera, microphone, sharing scene media, clip using, scene sharing, channel or form of class assignment, and online work submitting, etc. If the teacher has skill in using technology and equip students with media using skill, all obstacles in organizing instruction could be avoided or resolved saving the teacher's time in attempting to solve them.

4) Enhancing skill in constructing and using instructional media is referred to practicing to search for the data and creating media for online instruction by the teacher herself from variety of websites or learning resources including classmate's knowledge and experience. If the teacher has skill in creating and using online instructional media, it would be useful for the instruction resulting interesting, up-to-date, and attractive one

attacking student's interest and attention. The media having been created and used to teach the lessons or complementing them such as power point ,games ,applications ,programs, etc. have to be clear and understandable. It should be selected to fit the contents and age and class level of students. It should not be too complicated nor difficult to students. It should not take too much time to teach. Besides, it has to be assured that every student could access and gain knowledge from it as well.

5) Enhancing skill in applying psychological principles to the instruction is referred to the teacher should set up the desirable atmosphere for the instruction. This is particularly important for the case of online instruction to assure familiarity among students having no pressure nor tense to others. There should be more flexibility than that carried out the classroom. The teacher should carry out the joyful activities or any fun for students to do during the period between the classes to minimize tension of students. Teacher should have smooth and friendly interaction with students on regular basis such as name calling, asking permission to collectively carry out the activities, question and answer, opinion exchange, for example. Besides, positive reinforcement is needed such as teacher could tricks or signals in the teaching program or sound such as reaching star, opening heart, and hand clapping and cheering to friends could help make the classroom joyful lessening bore, and increasing fun. Nonetheless, the teacher should also try to gain understanding on and realizing certain constraints of some students. They have differed in their learning styles. In the classroom, each has his/her own way of expression. Some may like using camera or microphone while others may like chatting or typing out response, for example.

6) Enhancing skill in creating work is referred to the teacher should have skill in creating his/her work including the lesson's contents, instructional activities, knowledge note, worksheet, works, homework, and method of measurement and evaluation to keep up with modernity and be relevant to the situation. Teaching with a lot of contents in 1teaching period would be hard to do in online teaching. Designing learning activities for online instruction in which students could acquire knowledge delivered by the teacher along with finishing the assignment or getting through the measurement and evaluation for such class instead of assigning a lot of homework. Such practice always encounters with student's fail to submit the homework. The teacher, then, should create the class assignment attacking student's interest and their feeling that it was not difficult to do and wanted to do it. Such exercise could be actualized by using computer program or application to help design the assignment. It could also help modify the instruction lessening too long teacher's lecture taking the whole class time to be the classroom activities that requires more student's participation. The process could assure student's learning by themselves following by the questions raised by themselves which led to their self-learning as the process to answer them. Before they used to have questions on the contents after the class ended. The new trend was that they had read the materials before coming to class and any questions coming up would be keep in mind while taking the classroom learning leading to their classroom question raising in form of "Flipped Classroom" making classroom active for learning rather than passively listening to the lecture.

7) Enhancing skill on thinking process is referred to teacher should regularly train him/herself to have various forms of thinking process skill to be automatically applied particularly in classroom teaching at the non-normal situation. Thinking process is then is a very important skill of teacher. This is thinking skill on planning, creating, designing, and organizing instruction which require analytical, synthetical, and pondering thinking modes to organize the instructional contents, to choose instructional media, to choose activities on trying to solve the confronting problems occurring while teaching and other problems having been found. It also includes rational thinking and critical thinking which are tremendously needed while teaching online. The teacher should be conscious to always manage him/herself. They should not use obscene words, nor violent scolding nor improper expression as online teaching could easily record and parents could get in to know what the teacher said or did in their children's class. Consequently, thinking process skill is a type of thinking requiring promotion.

8) Enhancing skill in searching for up-to-date data, knowledge, and information is referred to teacher's skill in having information and news which are up-to-date and being able to apply such up-to-date information and knowledge in carrying out the instruction. In the class, teacher would discuss with students about the events coming up at the time and stimulate students to keep themselves interested and well-informed. Students were trained to have well-rounded knowledge and points of interest to exchanged in the class between them and teacher and among them. If the teacher could connect such up-to-date news and information to the contents being taught or via instructional activities in the connected way, students would become interested and curious. They could realize the significance of such issues on the course contents turning it from boring to be more interesting and having fun. They could also realize that such issues are the things close to themselves and applicable in their everyday life.

9) Enhancing skill in time management is referred to the teacher's skill in managing time in teaching to assure its effectiveness. In certain situation, classroom studying time might be lesser than the normal one or teacher might

confront with the obstacles caused by dysfunction of equipment, failure to connect to internet signals, etc. All could lead to less effective classroom learning. If this is the case, teacher and students should work together to find the way out. One of the solutions was the time flexibility. Some routine procedures need to be adjusted such as roll call which could be done via checking via activities or work submitting. Besides, teacher should modify the instruction or design it to not jamming too much contents. Teacher should lessen teaching time while maximizing student's learning via alternative learning activities. Besides, student should be trained to search for knowledge other than totally depending on the teacher's lecture. This could be surely done utilizing new data-searching technology.

5. Discussion of Finding

There are 2 issues for this study.

The first one was to encourage Thai-teaching major students to practice themselves to carry out microteaching to gain readiness in organizing instruction in the spread of COVID-19 virus situation. It was found that such practice could enhance the 4 aspects of student's competence, namely, 1) new knowledge and experience, 2) what occurred to students before and after instruction their self-development, improvement, and change, and how, 3) if microteaching practicum could enable students to practice and obtain communication skills, instructional media constructing skill, teaching skills, and thinking skills, and, 4) if the effects of enhancing microteaching practicum could facilitate students to acquire knowledge and prepare readiness in organizing online instruction. These 4 ability enhancements had clearly been resulted and directly benefited students due to many reasons which could be discussed as follows:

The researcher, as the teacher, had designed and planned microteaching practicum course for Thai-teaching major students to take. The course was interesting and up-to-date suiting the present situation of COVID-19 virus spread by adjusting the teaching practicum of students from the true practice in the classroom to be the one practiced via online system to try out and train students to learn and put into practice via online system. The process had made students to feel that it is a new issue challenging their capacity. As a result, students had become interested, determined, and active in studying the course as they regarded it as something close to their life, up to date, and useful for actually teaching in their 5th year class. Besides, the researcher had set up the lecture and training to deliver additional knowledge to Thai-teaching major students via training along various topics. Such training was carried out by resource persons who were the lecturer and outside resource persons. The topic covered creating online instructional media, carrying out the classroom by utilizing psychological principles, online techniques to teach Thai language, using language for communicating, teaching, for example. Results of the changes could be reflected from the observation on student's preparation, studying, and teaching practicum. Individual interview was a technique to acquire information and data as did the focus group set to exchange opinion, from the students and lecturer. Last but not least was the student's reflection coming up in written form.

Besides, the researcher had used instructional organization in microteaching practicum along with the instruction and research along action research proposed by Kemmis and McTaggart (1988). There were 4 research steps, namely, 1) Plan, 2) Act, 3) Observe, and, 4) Reflect. It was found that instructional organization for students had procedural steps, for knowledge understanding, and had enhanced student's learning and their practice, covering both theory and practice on continuous basis resulting the student's learning from the practice. Similarly, Teerawithayalert, et al. (2019) had studied the process of developing microteaching for teacher students and supervising instructor in the B.Ed. study program, Chandrakasem Rajabhat University. The findings reveal that microteaching was carried out along procedural steps: Step 1 Reviewing memory, Step 2 Thought connection, Step 3 Knowledge organization, Step 4 Creating work, Step 5 Putting into practice, Step 6 Learning exchange, Step 7 Reviewing and improving, Step 8 Putting into practice for one more time, and Step 9 Developing and concluding. Likewise, Khammani, (2011) had proposed that the guideline for practicing skill required instructional organization needed by the teacher which was microteaching which could put into practice the skill on instructional organization to the real situation along the study on good practice, having clear criterial to evaluate each action, recording photo and sound for the trainer to get feedback on their action before improving along the suggestions. Microteaching could open for the student teachers to practice the learning organization on part that had not been done nor well done to assure their ability in promoting learning in school.

Besides, the researcher had applied the principles from the process of instructional organization in microteaching practicum both of teaching and research conducting along the operational research steps. The common practice is the reflection step of PAOR and post conference of microteaching. In general, it could be called the reflect which was the review. The step was necessary and important as it could reflect from 3 perspectives the student

him/herself as the teacher, classmates as the students, and lecturer as the supervisor. Information from these 3 sources and the real teaching practice along the 5 skills of microteaching practicum could open for each student to realize his/her outstanding point and what to be corrected and improved enabling them to improve more and more. It is evident that reflection is a factor to help enhance student's learning. This is congruent to the research conducted by Teerawithayalert, et al. (2019) who had explained the steps of microteaching at step 6 learning exchange, and step 7 reviewing and improving. These two steps are important. Step 6 learning exchange was the activities providing feedback on instructional organization for students and lecturer to listen, question, and review his/her microteaching and use it to their instruction. Step 7 reviewing and improving are the activities to develop learning organizing plan by applying what having been learned from listening, questioning, and feedbacking to review, check, and improve.

The second issue is the practical guideline on microteaching for Thai-teaching major students to enhance their readiness in organizing instruction during the spread of COVID-19 virus situation. The researcher had proposed the The 9 Principle Guideline for Improving Microteaching Practicum for Thai-teaching major students to prepare their readiness in organizing instruction during the spread of COVID-19 virus situation composing: 1) Enhancing communicating skills, 2) Enhancing skill in using language for communication, 3) Enhancing skill in using technological media, 4) Enhancing skills in creating and applying instructional media, 5) Enhancing skill in applying psychological principles in the classroom, 6) Enhancing skill in creating work pieces, 7) Enhancing thinking process skill, 8) Enhancing skill in searching for information, knowledge, and up-to-date information, and, 9) Enhancing skill in managing time and recommending guidelines for preparing and training students to come out to run their duty in actually teaching in school in the future. These 9 skills are needed to be enhanced and important for normal classroom and online teaching or teaching in the non-normal situation. All are to prepare and train student teachers to gain readiness on knowledge, understanding, and skills on various aspects to assure their ability to apply in their instruction in the real situation. The idea is congruent with that proposed by Supharan (2020) who stated that there was a need to prepare and train the skill for teacher including skills on technology, communication, knowledge transmission, advice giving, instructional design to interest and motivate students and welcome their participation while studying online to enhance their good learning experience and their active participation to help manage the factors relating to learning management and evaluation mostly appropriate with the situation to actualize the function of the teacher who has intended to enhance and carry out effective learning process for students by overcoming the physical constrains and obstacles. Likewise, Wayo et al. (2020) had stated that teacher had to develop his/her skill and various aspects of competencies such as communication skills and skill in using information technology to assure effectiveness of learning organization and enable the teacher to have readiness in coping with the confronting problems while teaching. There should also be a follow-up the student's class attention on continuous basis to assure their more benefit from online instruction. The teacher should learn how to use the online teaching system to be able to cope with the problems occurring during the instruction. Besides, the teacher should choose the suitable media such as letter's size and color, sharpness of picture, accuracy of data, and the media being used should be congruent to the content of the course to assure the student's increasing understanding. For all these, the teacher does not need to impose all the contents into the lesson. Besides, the teacher should also apply psychological principles to adjust his/her teaching role by focusing on increasing the role of supervisor and facilitator for students. The teacher should keep on checking the contents to be taught to assure their accuracy and relevancy. He or she should also follow up the student's class attention on obtaining the learning contents and searching for literatures and work. The teacher should also continuously follow up student's class attention. Besides, Intason (2020), had mentioned that in the midst of virus epidemic, education had to adjust itself to cope and take advantage of the situation by searching for the concerned knowledge and use them as the contents to be taught in various subjects. COVID-19 is a crisis but we could turn it into a learning chance. We could look for the related contents and techniques to be used in the related subjects. All these flexibilities are what to be done in the midst of COVID 19 situation. Learning is a change. Hence, any change is a learning opportunity. Both teacher and students could learn from them. The researcher hopes that "The 9 principles to enhance microteaching onto Thai-Teaching major students could lead them to the readiness in organizing instruction in the spread of COVID-19 virus situation" would serve as the guideline for developing and enhancing student teachers to gain readiness to be quality and effective educational personnel in the future to come.

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