

**THE ROLE OF TEACHER EDUCATORS  
DURING TEACHING PRACTICE IN THE  
DEVELOPMENT OF THE COMMUNICATION  
SKILLS**



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**SAMINA RAFIQUE**

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## APPROVAL SHEET

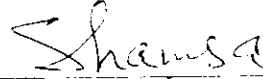
### **The Role of Teacher Educators during Teaching Practice in the Development of the Communication Skills**

By

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This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of MS Education.


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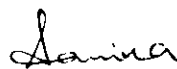
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## **AUTHOR'S DECLARATION**

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis is in its present form is the original work of the author expecting those which are acknowledgement in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.



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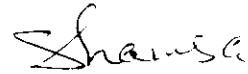


# DEDICATION

*I dedicate this to my Beloved Parents for all their love and attention which has made it possible for me to make it up to this point.*

## **CERTIFICATE**

It is certified that Ms. Samina Rafique, Reg # 64- FSS/MSEDU/F08 has completed her thesis titled **“The Role of Teacher Educators during Teaching Practice in the Development of the Communication Skills”** under my supervision. I am satisfied with the quality of student’s research work and allow her to submit her thesis for further process as per IIUI rules and regulation.



**Dr. Shamsa Aziz**

**Research Supervisor**



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The journey on this road has been long and bumpy but God has been researcher's major source of inspiration, courage and energy. Praise to the Lord!

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**SAMINA RAFIQUE**

## ABSTRACT

Effective communication with family, classmates, friends, and co-workers is very necessary for lifelong and healthy relationships. There are some communication skills which have been developed and presented as learned behaviors that enable any person to bring out positive responses from other individuals and establish satisfactory relations to facilitate social life. These behaviors are associated with effective listening, suitable and desirable speech, and positive feelings or thoughts for another person which are transferred through verbal and nonverbal messages.

The nature of the present research was basically qualitative and observation method was used. The purpose of the research was to observe the role of teacher educators and cooperative teachers in the development of communication skills and also to investigate the effectiveness of teaching practice in the development of communication skills of the prospective teachers, to observe the communication skills of the prospective teachers, to examine the existence and improvements of communication skills in prospective teachers, as they practice it during their teaching practice.

The research was delimited to Female Section of Education Department of IIUI and Educational/ Foundation Courses of M.A program "Long term internship". The populations of the study were 27 students of Education Department of International Islamic University, who were practicing as prospective teachers at different educational institutions of Islamabad and Rawalpindi. 100% population was taken as a sample of the study. Observation sheet with four rating scale (seldom,

Often, Frequently, Always) was used as a tool of the research. Data was collected through observational sheet. Researcher directly observed the selected prospective teachers and selected teacher educators and cooperative teachers. So researcher conducted the observation in three different sessions. The data was analyzed through arithmetic mean scores and percentage.

It was concluded that teacher educators always provided at the spot positive feedback. They also helped the prospective teachers in improving the techniques of teaching during different levels of their teaching practice. Teacher educators properly monitored the non-verbal skills and guided the prospective teachers for improving their teaching methodology. Teacher educators gave proper instructions about the usage of different instructional material at different levels. Teacher educators monitored prospective teachers' performance regarding verbal and non-verbal communication skills and participation in the teaching learning process to provide them guidance and also strengthened the prospective teachers' learning by using the communicational techniques.

The following recommendations are sighted in the light of findings and conclusions of the study. Teacher educators may train the prospective teachers to use the appropriate teaching and instructional materials frequently and properly during teaching in the class. The teacher educators may guide the prospective teachers to adopt professional attitude for better teaching and control in the class.

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# **CHAPTER I**

## **INTRODUCTION**

Man is a social animal. He needs a tool of communication to make him adjustable and suitable for the society and the environment. Man uses the constant forms of interactions but these forms of interactions are so flexible that he can change the way of communication according to the time and need. If the communication makes the understanding more clear and purposeful, this is called effective communication. Importance of good communication skills can never be ignored. Only the person with effective communication skills can convey his/her message in a clear, ordered and organized form which helps in building up interest of listeners. There is a great competition in all spheres of life now a days and effective and valuable communication skills are needed to win this competition and to make our own place.

Effective communication with family, classmates, friends, and co-workers is very necessary for lifelong and healthy relationships. There are some communication skills which have been developed and presented as the learned behaviors which enable any person to bring out positive responses from other individuals and establish satisfactory relations to facilitate social life. These behaviors are associated with

effective listening, suitable and desirable speech, and positive feelings or thoughts for other person which are transferred through verbal and nonverbal messages.

An important purpose of developing the communication skill among students is to enable them to communicate what they know or think they know. Classroom discussion or small group work can be used as the best way to encourage communication among students of any level but the teacher must have command of this procedure otherwise this practice can be disastrous for classroom environment.

Communication skills that assist people to communicate efficiently with one another are known as the good communication skills. The kind of communication which facilitates the professional communication (with the technical channels of presentation to target the audience and to get response) is known as the Effectual communication. Self development, interpersonal skills, mutual understanding, mutual cooperation and trust is also important to set a complete channel of effective communication.

Main purpose of developing the prospective the teacher's communication skills is to enhance the five behaviors called "key behaviors", among them or the target group as they are considered essential for effective teaching. These key behaviors include:

1. Lesson clearness
2. Instructional diversity
3. Task orientation

#### 4. Commitment in the learning procedure

#### 5. Student achievement (Hansford.1988).

As new university students are from different educational background with different mediums of instructions so they have to face a lot of problems during their practical teaching session such as model teaching, teaching practice and teaching internship programs. The main problem is the lack of proper communication skills among the prospective teachers. There is a great need of developing good communication skills, among prospective teachers during their teacher training programs, as they can be helpful for them in their professional career outside the university.

Good communication is a basic component of a good teacher, without which even the basic concepts cannot be effectively delivered. A teacher, who is able to communicate well with students, can build up their interest in lectures and can inspire them to learn and participate in class. But it is sad that importance of communication skills has been heavily discounted in any kind of formal education that we undergo. (Krueger. 1997).

Communication for the Classroom Teacher covers a wide range of classroom communication issues, including interpersonal and small group communication; listening skills; verbal and nonverbal communication (from both the teacher's and student's perspective); instructional strategies such as lecturing, discussions, and storytelling; teacher influence; ethical considerations; and racism/sexism in the classroom. (Pamela J. Cooper, Cheri 2006)



The purpose of this research is to examine the existence and improvement of communication skills in prospective teachers, also to observe the role of teacher educators/ cooperative teachers in the development of communication skills.

The course of Long Term Internship has been developed for M.A Education program of the Department of Education of International Islamic university. It provides the concept, need and scope of teaching learning process at different levels.

The duration of Long-term Internship is three months. Its Course Code is ED-047 and its total Credit Hours are 15. Before actually going in the schools the student teachers/ prospective teachers use to practice lesson delivery in classroom along with the feedback for improvement provided by the teacher educators. The students are evaluated formally on the basis of teaching and performance in the schools.

## **1.2 Statement of the Problem**

An important aspect of learning is for students to be able to communicate what they know, or think they know. The best way for teachers to encourage communication from all students is through classroom discussion or small group work. The prospective teachers learn many skills during their pre-service training. Communication skills are required by them for effective practice of other skills and for delivering lessons to students. But role of different factors and persons in development of communication skills is not clear yet. So this study was designed with an aim of investigating about the development of communication skills among the

prospective teachers of M.A Education prospective teachers of International Islamic University Islamabad through teaching practice and the role of teacher educators and cooperative teachers in the development of these skills.

### **1.3 Objectives of the study**

This research work carried the following objectives;

1. To investigate the role of teacher educators and cooperative teachers in the development of the communication skills during teaching practice.
2. To investigate the effectiveness of teaching practice in the development of communication skills of the prospective teachers.
3. To observe the communication skills of the prospective teachers, as they practice it during their teaching practice.

### **1.4 Significance of the Study**

As the main concept of the study was to investigate about the need and usefulness of communicational skills and techniques for the prospective teachers and teacher educators, so it was expected that this study would be helpful to investigating to what extent, which students gain the conceptual understanding of their course, and up to which level the communication skills were being enhanced through teaching practice.

This research will be a proof to be a guideline for the teacher educators, to focus the verbal and non-verbal communication skills of prospective teachers during

teaching practice. The result of the study will be helpful for the curriculum experts of the department of Education, to focus on communication skills while modifying their curriculum. The findings may be helpful for teacher educators while developing their evaluation performa for the class room assessment. This research will be helpful for teachers' training authorities in order to enhance their standard of evaluation.

## **1.5 Delimitations of the Study**

This study was delimited to;

1. Master of Education (M.A) program of international Islamic university.
2. Female students of 4<sup>th</sup> semester of M.A Education of spring 2011.
3. Only one observer observed the teaching practice

## **1.6 Methodology of the Research Study**

This was a qualitative research in nature; observation method was used to collect the data. So the researcher followed the steps as stated under:

### **1.6.1 Population**

The population of the study included 27 students of International Islamic University, who were practicing as trainee teachers at different F.G school of Islamabad and Government Rawalpindi. The researcher involved teacher educators from Department of Education (IIUI), who supervised these students during the

internship program. Different cooperative teachers of the sample institutes were also taken as the population because they also contribute in the development of the communication skills of the trainee teachers.

### **1.6.2 Sample**

Universal sampling technique was applied and 100% population was taken as a sample of the study.

### **1.6.3 Research Instrument**

1. Observational sheet with four point rating scale (seldom, Often, Frequently, Always) was used as a research instrument, to rate the observation of prospective teachers' communication skills during teaching practice and teacher educators' contribution towards the development of these skills.

While preparing the observation sheets for the assessment of prospective teachers and teacher educators, following aspects were taken into consideration:

#### **A. Verbal skills**

#### **B. Non- Verbal skills**

- Usage of appropriate teaching instructional material

#### **C. Academic proficiencies**

#### **D. Professional communication**

#### **E. Participation in Discussion**

#### **F. Evaluation and feedback**

- Use sources to enhance the verbal communication skills

- Monitor the non-verbal skills and guide her properly
- Instruct the student for proper use of instructional material
- Check the academic proficiencies and guide her by giving some tips for improvement
- Guide her in acquiring professional attitude in class
- Guide her about the correct procedure of supervised- class room discussion
- Provide on the spot positive feedback
- Monitor student teacher's performance and participation in teaching learning process

Evaluation criteria/ Performa being used by the teacher educators and cooperative teachers was collected and analyzed.

#### **1.6.4 Data collection**

Researcher collected data personally, through observing the prospective teachers, teacher educators and cooperative teachers. Observation was recorded on the observation sheet.

#### **1.6.5 Data analysis**

Data were analyzed according to the results of observation sheets. The data were analyzed through percentage and mean scores.

## **1.7 Definition of Key Words**

### **1.7.1 Prospective Teacher**

The prospective teacher is a student teacher who is learning to teach a class under the supervision of regular trained teacher. Prospective teacher is suppose to prepare a lesson plan for each class meeting that should be signed by the faculty supervisor and cooperative teacher at least one day in advance.

### **1.7.2 Cooperative Teacher**

A cooperative class teacher is a regular trained subject specialist teacher of the school. In which a trainee teacher or prospective teacher has to practice her teaching methodology. The cooperative teacher has to write an observation report on the form provided. This should reflect the strengths, weaknesses and progress of the prospective teacher. The cooperative teacher will share the report with the prospective teacher and with the faculty supervisor. Cooperative teacher's report is to be used for evaluation of the prospective teacher. (Handbook for Prospective Teachers.2009).

### **1.7.3 Teacher educator**

- A person who provides instruction or educate a teacher. S/he is the perspective of a professional educator. He is a responsible for the supervision of the prospective teacher as a faculty member.
- A person (such as a teacher or a school administrator) who has a job in the field of education.

### **1.7.4 Trainee teacher**

One who is being trained or a person undergoing training. (Dictionary of the English Language, 2000)

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction of communication**

Communication is define as the process of sharing ones thoughts, feelings and ideas with other people and make sure that they understand those ideas, thoughts and feelings. While communicating one listens, observe and speaks. The manner of communication is learned e.g. in our childhood we observe our parents and other mature communication. But as an adult we can always change and learn and better the manner of communication by observing other who have an impressive manner, and by acquiring and practicing those skills.

"Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter." (Gilbert Amelio President and CEO of National Semiconductor Corp)



## **2.2 Definition of Communication**

Communication is a process of transferring information from one entity to another'. However, it is not just a process. It's an art of first listening or reading the information, comprehending it, processing it and then transferring it. There is a huge amount of effort that goes into communication. Gesticulations, voice modulation, body language and the spoken language are some of the important aspects of communication. If the other person is unable to comprehend any of these factors, then the process fails. (Hafeez. 2004)

## **2.3 Effective communication**

Effective communication is an important part in the accomplishment of educational goals. In the process of learning effective communication with teachers and peers is an integral part. At most occasions the instructor is the sender/ correspondent. It is the duty of the sender to send those messages that have information of the skill required for learning. They can include helping material, notes and lectures. Peers can also be message sender. Most of the time learners are told to work in a team. They might be told to work in an activity that needs to receive message from a leader or other team members. Often one can also be told to be the sender. The thing to memories is that communication includes observation, listening and speaking. (Diggins. 2004)

## **2.4 Types of Communication in the Field of Education**

In education, communication has two types.

### **2.4.1 Verbal communication**

Verbal communication includes any kind of message which transfers vocally (in words). In education verbal is defined as the communication in which the teacher uses terms/words to clarify the concepts and to educate the students. In education lecture method is most widespread type of verbal communication.

### **2.4.2 Non-verbal communication**

In non-verbal communication, any kind of the message cannot be send without the usage of language. In verbal communication wordless messages can be transfer or getting from others. Except any oral and written form of communication, non-verbal communication includes such as body language, pitch and volume of voice, signal and facial expression of a speaker. In education non-verbal communication refers the overall body language of a teacher during teaching. It is usually observed in visual materials (charts, diagram, and images) or presentation of a lesson in classroom.

#### **2.4.2.1 Types of nonverbal communication and body language**

There are many different types of nonverbal communication. Together, the following nonverbal signals and cues communicate your interest and investment in others.

### **a) Facial expressions**

The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

### **b) Body movements and posture**

Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

### **c) Gestures**

Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

### **d) Eye contact**

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or

attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

#### **e) Touch**

We communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.

#### **f) Space**

We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy, aggression, dominance, or affection.

#### **g) Voice**

It's not just what you say, it's *how* you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sound that convey understanding, such as "ahh" and "uh-huh." Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence. (Hafeez.2004)

## **2.5 Components of Communication Process**

Communication is basically a dyadic procedure i-e. A two way process. But it does not constitute of sender and receiver but there are other important part also namely as encoding/recording actions. The channel of communication the training action, message, guide, communicate and comments/feedback as well.

### **2.5.1 The Addressor**

The addressor is one who is being directed, as he starts the process of communication. His job is to construct a message and give information. His acts consciously i-e to direct. In more formal and technical words the addressor/communicator is the initiator who consciously acts and directs his activities towards a receiver, who should respond in some manner.

### **2.5.2 Indoctrination**

The sender in order to get a desired response first should start particular, rational encoding/recoding actions to stir the thoughts, and receive information from another person. For this purpose he can take help of gestures or symbols to develop his ideas but these gestures or symbol should be rational and crystal clear, so that the message can also be understood by the receiver.

### **2.5.3 Communication**

The productive message can be can be constitute of any kind of news, ideas, an expressed belief or a statement. There are primarily two kinds of messages namely hidden/ covert and obvious/overt. The obvious / overt messages are those messages, which are stated directly. The covert/ hidden messages are those which mostly suggestive or delicate quality of communication. In an add, the overt type of messages would be representation of the good and pour aspects of a products, whereas in a covert type of messages the writer would persuade the buyer psychologically to get the product. But in the end the both the internal and external facts are like. social status intelligence, moods, attitude, level of education, emotions and environment are determined of the forms, concept, evaluation, feedback and receipt.

### **2.5.4. The Medium**

The medium or channel is defined as anything through which message is delivered. The medium, which the deliverer utilizes codes, which combine to form a system of sign and symbols. These signs, gestures media or codes are changeable. More generally famous source of media is through television or radio which are constitute of their specific recoding systems. Mode of communication can also be stated as an institutionalized system that delivers a message. Every mode of communication has its own particular recoding system. Through the medium shape and meaning is given to the message. (Roy. 2010).

### **2.5.5 The receiver**

The receiver is the most crucial participant of the communication system. Because he is desired destination towards which the message is end the receiver is also an integral part of the communication because he is the turning point, as the feed comes from the receiver. But in mass communication the receiver are mostly not involved.

### **2.5.6 Feedback/ comments**

When the message is delivered received and understood the next step is feedback or comments with the addition of more information. Feedback can be given in verbally and non-verbally. The feedback is actually the analysis of the receiver; this requires that first the message is understood by the receiver. Because understanding is then followed by building of a “relationship/ rapport” between the both the communicator as well as communicate.

Moreover understanding in the communication process states that conscious intention is involved from both parties. (Huebsch. 1986)

## **2.6 Techniques of effective communication skill in education**

Lee (1997) said that: In present school, we are the collaborator for resources--  
- it is not important that change is challenging for use, it matter not that a huge mandate is needed. People are the central part and communication is the base/ establishment.

Those technique and communication which play their part in teaching practices have been known as integral for the teacher education courses. All these techniques and the ways in which they are used in teaching, are discussed in detail by many writers. (Cooper and Simonds. 1999)

Friend and Cook (1996) has given the definition of communication as: Interpersonal communication as a very intricate, mutual or two way process by which the participants develop shared meaning, because messages are being transferred constantly from a sender- receiver to the other through the various communication ways.

The technique of effective communication are interacting, transferring an adequate message and ways used in transmission. In teaching interaction, it includes classroom supervision, teaching techniques and methods e.g. intent listening and asserting. Sending an adequate message and having shared meaning include proper knowledge and the understanding on the behavior of the teacher in the most efficient manner of transferring the message weather to an individual or group or class. Following techniques are important.

### **2.6.1 Classification**

Good communication techniques in education can be easily explained by successful students. Like a business, it is not able to progress if the leadership is not efficient; likewise a student who can't able to succeed if the teacher is not able to communicate efficiently. Efficient communication in education generates students who are not only fully realizing the information but also encourage for



performing excellent in exams and also learn more. If good communication is the milestone for education, then both the educator and the student are highly content with themselves.

### **2.6.2 Consideration**

In the educational system, it is the duty of the educator to verbally communicate in a manner that each and every student is able to understand. It is also a fact that each student understands separately and also on a different stage. Communication should be in a way that all the students take benefit from it, because every student's understanding is entirely different and will learn the information accordingly. Hence it is a duty of the student to listen carefully in order to understand completely.

### **2.6.3 Benefits**

The profit of a good communication as an educator gives crystal clear and brief knowledge, clear track and power. If an educator efficiently communicates, he makes sure that he/she speaks with clarity and delivers every lecture undoubtedly. He will tend to avoid as much misunderstanding or any doubt regarding to giving any information. Good communication also points out a way, which enables the students with the guideline of where they are and where they are supposedly going. It also exhibits command and authority on the behavior of educator because knowledge is also absolute power. If an educator is successful in efficiently transferring its knowledge, which he possesses, then the student would also be able to respond with honor.

#### **2.6.4 Course of action/ Guideline**

The essential course of action for good communication in the education is usage of different styles of communication to explain ones point of view. With the help of oral communication, audio visual helping material of teaching and printed communication (written paper or handouts) will also assist each other. Visual materials would be beneficial for those students who understand visually; on the other hand those students who are speechifying (oratory) learner will effectively learn by the usage of oral communication. (Barnlund.2008)

### **2.7 Poor communication**

The process of communication is very intricate and difficult concept to understand, even for those people who facing the problems of inadequate communication techniques. But the main point for success and progress is to identify and sort out the causes throughout in your life. Stress, confusion and anxiety are the first indications of a poor or inadequate communicational handling of the situation or misconceptions resulting from it. If student recognize the danger sign than instead of panicking he/she should be relax and try to think how other might have understood it. Things are not difficult for a person certainly can be quite the opposite for others. It's the inability to understand that concerns majorly the communication techniques of and fairly for common person.

## **2.8 Hurdles in communication process**

Is there any incident when you were in conversation with someone and they completely misunderstood you? What is the reason? In a conversation or communication process, a barrier or hindrances in understanding the thoughts and views of others, and can take place at any moment in the communication gap.

## **2.9 Types of hurdles/ barriers in effective communication**

There are two kinds of barriers in effective communication.

### **2.9.1 Interior/ Internal hurdles**

The different types of internal barriers includes tiredness, inadequate listening skills, listener's own attitude for sender or information, his own lack of interest, simultaneously factors like misunderstanding, fear, doubt, negative thoughts, past experiences, domestic problems, emotional tensions and lack of common experiences.

### **2.9.2 Exterior/ External hurdles**

The different types of external barriers includes any kind of disturbance or distraction, some noise, e-mail not properly working, wrong number on phone connections, time of specific day; if the sender has used un-necessary words, or difficult, technical words and environment.

These barriers refrains the message from receiving. One must be very careful while communicating for barriers. The receiver action should also be monitored

or checked. The body language should be observed, it should be made sure that the receiver has received the message, which was meant to send- most importantly frequently ask questions and listen carefully. (Diggins, 2004)

## **2.10 Definition of teaching practice**

Student teaching plays a pivotal role in all kinds of teaching programs. There is not one kind of teaching learning practice that is more annoying, time taking, demanding and soul contending like the teaching practice in the actual fields (Blowers.1979).

There are many terms e.g. teaching practice, student teaching, practice teaching, infield experience, field studies or internship are used to describe it (Taneja, 2000). The term teaching practice holds all of the knowledgeable experiences of students as well as teachers in the schools (M.Ashraf, 1999). This term teaching practice has three main implications; like the practice of the teaching techniques and also acquiring status of being a teacher, all of the wide range of experiences which take place with students in the schools, and the realistic feature of the course as diverse/ different from academic studies.

Teaching practice is the definition of the training of prospective teachers with the help of pure realistic training/ teaching. It is actually the practical usage of all teaching principles, techniques, methods, strategies, and sensible preparation and exercise of the various activities of a routine life of a school.

Student teachers schedule covers many days. It enables student-teachers to acquire different techniques essential in both for teaching and non-teaching responsibilities of a teacher. Unfortunately, there is not any particular or single way of student –teaching that can be applied to all kinds of school and teacher trainees, because the pattern different from one institution to another even in a specific university (Mohanty.2009). Davies and Amershek (1969) said that variety is the only correct way of describing student-teaching practicing prevailing at different educational institutions. These difference and varieties occurs because of variations in the aims of student-teaching.

## **2.11 Meaning of prospective teacher**

In reference to Collins English Dictionary prospective teacher defined as, an individual who teaches in an educational institution for a short time under the check of a supervision as a course to be acclaimed as a teacher. By tradition, student-teacher is allotted to collaborate with the teachers in schools from five to eight weeks. Each student is instructed to teaching practice in a real life surrounding which enables the future teacher's before-teaching / pre-service start in the actual world of schooling. (Rhys. 1993)

In Pakistan, sometimes it is a full day, around the clock, school-based practice that is evaluated by both a certified university supervisor and experienced/ trained teacher. The basic aim of the whole student teaching/teaching practice is to give a

chance to have experience and to show their teaching techniques in schools under the qualified and skilled cooperating teachers. (Malik & Ajmal. 2010)

## **2.12 Definition of a Good teacher**

The term good teacher is most commonly used but the least exact and particular; Shulman (1986) defines about good teacher in the given manner: Students of an efficient teacher in the class are seemed engrossed, alert and taking active part. In effective teaching, students are giving the duty of learning; they are responsible for all their considerations. Efficient and effective teaching is always passionate and includes an intense emotional reaction in students.

Effective and good teaching begins with calculating behavior of intelligence, but it does not stop here. Effective teaching also connects with realistic thoughts and analytical skills that are used in a number of ways or situations and efficient teachers always influence on the student's dedications, values and characteristics. (Loeb, Rouse & Shorris, 2007).

A Shulman (1986) definition mainly deals with teaching practices. It has its basis in morality of teaching; his given definition explains that an efficient and good teacher always links his students with important thoughts, with themselves. And most importantly with the world they are living in it. Efficient teachers are to do much more than merely congratulating on their success, they changed and they mould their lives. The definition vibrates the teacher educators because it shows much more than

the intricate understanding of a teacher's communications with and the impression on students.

### **2.13 Objectives of Teaching practice**

Akbar (2002) gave the following specific objectives of teaching practice:

1. To gives the prospective teacher with actual teaching experience, and to surmount the difficulties of regulation and facilitate his/her to extend the techniques for controlling.
2. To give a chance to change their theories into actions and also to enlarge the basic consideration about the educational values and their usage for learning.
3. It gives a chance to the future teachers to build an adequate relationship of teacher and student.
4. To gives a chance to assess the student capability and appropriateness for the teaching career.
5. To build up delicate association with others; like parents, educator, manager and other students.
6. To facilitate the prospective teachers efficiently to organize and prepare their lessons.
7. To build ability in the usage of essential procedures, skills and styles of teaching.
8. To build personal professional liking, attitudes and interest related to the teaching career.

9. To facilitate student teachers to obtain attractive personality / behavior of a teacher.
10. To enable the prospective teachers with a golden chance of analyzing their teaching and benefit from positive criticism.
11. To give a chance for self assessment and to determine own power and weak spots.
12. To build the skills in prospective teachers associated to teaching like; effective reading, fluency of language and proper usage of instructional materials.
13. To provide a chance to link with school atmosphere, its structure and functioning and also familiar with its resources.

## **2.14 Preparation for teaching practice**

The preparation for teaching practice constitutes as the very essential in the student-teaching programs. The student teacher must be ready before he/she takes part in any teaching practice. The preparation differs from one institute to another. This variety takes place because of different resources given by the teacher education institution and the amount of strength of student-teacher.

Different approaches for preparation of teaching practice are given below:

- i. Enhancement of objectives of the subject
- ii. Evaluation of the class room teaching and proper use of instructional material
- iii. Learn to arrange, check and score all test made by teachers



- iv. Prepare the portfolio of the students
- v. Maintenance of the result cards and health cards of the students
- vi. Preparation for parents teachers meetings
- vii. Organized the school functions
- viii. Planning and maintain the teacher's dairy
- ix. Preparation the syllabus
- x. Organization of the seminars and debates competitions etc.

These are main aspects which are necessary to follow during the preparation of teaching.

Student teacher develops properly after delivering the model lesson by teacher educator. Teacher educator delivers the model lesson which covers different technique and method of teaching. After delivering the model lesson, teacher educator start building teaching techniques in student-teachers. The technique of teaching can be given in actual environment of the school or in artificial environment. At most occasions these lessons are called criticized lectures. Most universities make sure that student-teacher must give lecture according to his/her choice. When pre-service (pre-preparation) teaching achieved the specific results of the student-teacher are, than free to go for practice in schools. (Mohanty.2009)

For preparing the teachers for “effective teaching” requires interpersonal and instructive teaching techniques (Zia Ullah, Farooq & Memon 2008). Sharma (2000) argues that teachers can take their part more efficiently if they are fully trained. He criticized the present teacher training institutes; which are training teachers with the most out of date and non-existent techniques of teaching. Most of the student-teacher

learning is purely theoretical, resulting they are unable to apply these methods of effective teaching learning techniques while there training or teaching. Effective teaching skills and strategies can be learning by an efficient teacher education program. (Anderson, 1989).

### **2.15 Importance of teaching practice**

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In teacher education, practice of teaching is the main component/ feature. It is the most essential part of teacher preparation. Because it provides better chance to prospective teachers to become socialize into career (Furlong, Hirst & Pocklington, 1988). The demonstration in teaching practice gives a fair view of the success of teacher. In teacher education programme the more outgoing reputation and centrality of teaching practice is an essential causal feature towards the excellence of teacher training programme. It also gives a very emotional bounding with the students which is very positive. Both the teacher and student are interlinked into a culture of teaching and develop together through experience. In the teaching practice both of them feel together, challenged and also authorized in power. (Gujjar, Naoreen, Saifi & Bajwa, 2010)

### **2.16 Teaching in Classroom**

The phase of training in the actual classroom is identified as teaching practice. A prospective teacher while teaching has to go through many levels like starting the class with greeted and introduction, management of the class room and summarize

his/her lecture at the end of the class and it is duty of the supervisor/ evaluate his/her lesson.

## **2.17 Evaluation of Teaching Practice**

For the evaluation of the teaching practice the supervisor has to analyze the student teacher during the lecture in the class room. Supervisor of the teaching practice evaluates the overall performance like regularity, lecture preparation, teaching techniques, and usage of instructional/helping material, pitch and tone during lecture, dress code, introduction and conclusion of lesson, involvement of students in lecture, class management, contents and objectives of the topics, student notebooks and participation of students during discussion.

## **2.18 Involvement in other activities of School**

Teaching is certainly not the sole purpose of teaching practice, but more it gives an experience in all those areas which the student teacher is going to do in future being a professional teacher. To achieve this purpose, it is necessary to spend the whole day in a school. It is necessary that student teacher/ prospective teacher take part in all of the activities of the school like; preparation of schedule, maintenance of registers, checking of class work and home work, organize the class grouping, take duties in the break timing, decoration of class, take interest in co-curricular activities, look after the attendance board, news board, science laborites, home-economic room and library, look after the instructional material of teaching.

They also learn to deal with the student's parents, school officials and employees and visiting guest. And also during the exams take the duty as examiners, help in preparing the question papers in final exams, assessment of answer sheets, and result compilation are also an important part of the teaching practice.

## **2.19 Guidance, supervision and feedback of the student teaching**

Supervision is an integral part of the student teaching programs. The idea of supervision has its basics on the thought that the student teacher is a beginner/ trainee and he/she needs direction and help of an expert or supervisor, who could be a staff member of the educational institution. The supervisor's duties are to give proper answers about the teaching and praise, as well as give instruction about the methods of the teaching. Colleagues or friends can also evaluate or observe the student-teacher with the help of audio-visual aids like cassettes or tape recorder etc. There is no hard and fast rule of using supervisory methods. It differs from one institution to another, like the kind of instruction and analysis, the perfect timing of analysis etc, is also different and challenging.

## **2.20 Role of Supervisor in Teaching Practice**

The supervisor's purpose is not only assessing the lecture or lesson planning of teaching practice. But most important is to utilizing his/her capabilities and experiences this student- teaching beneficial at all of its parts/levels. First of all, the activities must organize and planned earlier. He/she can also take the advice and

suggestions of educationists, experienced teachers, staff of the school and school heads.

All of the introductory lessons must always be planned before the exit of the prospective teacher to the practicing institute, so that they also know about the preparation of lectures and other given duties. It is the responsibility of the supervisor to oversee/ assess their planned lessons, other given co-curricular activities, direction and instruction to give them feedback to make them use their criticism for their benefit. Supervisor must be careful that they should not disapprove or criticize the prospective teachers while they are teaching practice or in front of other teachers. But if necessary they should be scolded or criticized in a group of student teachers anonymously. Because a supervisor is charged with the responsibility of the teacher of the future, hence he/she must only be a helper or guider (Zahorik, 1988).

## **2.21 Role of Teacher Educator to Enhance the Teacher's Quality**

We satisfy ourselves by saying that teacher educators have so much to do for the progress for the systematic way to teacher excellence. Most essentially, if by any means teacher educators do not play their role; they are sure to decline from their present stage to one low as non-existence. Teacher educator can effect on both the levels whether conceptual/ empirical and instructive stages in manners that construct wider political hold (McDonald, 2005).

Educators provide academic and behavioral lesson plans to students of varying ages. Teachers present age-appropriate learning materials to elementary,

junior high and high school students. A child grows in cognitive development at each age and grade level, and even this development varies from student to student. An educator balances teaching a group of pupils at one pace while still assisting all individuals with achieving their own personal successes.

## **2.22 Role of teacher educator**

Teacher educators assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

The following roles are a sampling of the many ways teachers can contribute to their schools' success.

### **2.22.1 Resource Provider**

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

### **2.22.2 Instructional Specialist**

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study

research-based classroom strategies (Marzano, Pickering, & Pollock, 2001) explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

### **2.22.3 Curriculum Specialist**

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

### **2.22.4 Classroom Supporter**

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers.

### **2.22.5 Learning Facilitator**

Facilitating professional learning opportunities among staff members is another role for teacher educators. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional

learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

#### **2.22.6 Mentor**

Serving as a mentor for novice teachers is a common role for teacher educators. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

#### **2.22.7 School Leader**

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

#### **2.22.8 Data Coach**

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher educators can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.



### **2.22.9 Catalyst for Change**

Teacher educators can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a better way” (Larner, 2004). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

### **2.22.10 Roles for All**

Teacher educator exhibits leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teacher educators can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher educators shape the culture of their schools, improve student learning, and influence practice among their peers.

## **2.23 Teaching Practice in Pakistan**

There are number of teacher training courses/ programs given in Pakistan, where teaching practice is mandatory part, with the exception of Master of Education (M.ED). In reality good and efficient teachers can be taken by this process, but the methods used in Pakistan are meant to waste time. Because the duration of the teaching practice is extremely limited, only constituting of 60-70 lectures prepare within 4 to 8 weeks. Further in the course, prospective teachers are restricted only in

class rooms for teaching practice. Prospective teachers are not skilled for the rest of school activities. Hence good learning could not possible. Prospective teachers are restricted to use simple theories and techniques of teaching (Farooq.1994). They are only being trained about the starting of the lesson, management of the class, handling the students while writing on board. Hence teaching practice is not fulfilling its main purpose and also working on adhoc or unplanned basis. Even in the school where the teaching practice is given, are not interested in the preparation of prospective teacher career but only wasting their time. Also the management and teachers of the training schools both are oblivious of the essential understanding of assessment methods which are supposedly meant for teaching practice. It seems that they have no awareness as to the importance and benefits of teaching practice for both the prospective teachers and hence all of the coming generations. It is also n accepted reality that prospective teachers are not perfect teachers and because of this the training school teachers do not want to give them absolute freedom but they certainly should be trusted. (Malik. 1992).

Two types of attitudes are observed in Pakistan. First of all prospective teachers are take as substandard and openly criticized without validation. Secondly some of the school teachers see out them as an opportunity to less on their own burden through them. It is also observed that in some teacher educational institutes the prospective teachers themselves choose lesson for lectures which are simple and they used smallest amount of instructional material. (Richard & Rebecca. 2000).

## **2.24 Significance of Communication Skills in teaching**

Communication takes place when one individual is sending a message, while the other is receiving the send messages and also understands. Command and ability in a representative and conceptual language system (e.g., Spanish, or manual ASL, Spoken English), with organized regulations about demonstration, construction and usage of words is not essential for communication. There is also a fact that one is very proficient in any language but still he is not communicating because there isn't anyone to talk with, there isn't anyone who is familiar with the language used, or simply there is no one who is paying attention.

Communication is the main ingredient of learning simply because whatever learned is entirely dependent on interactions. For communication process to start at least two individuals are required. Through all of the individuals are able to communicate with each other but there are some person because of their strictness, they have minimum communication skills. Individuals with their different disabilities, they cannot have the control of various ways by which others communicate (such as talking, facial gestures, print and body language). This hindrance or complication does not imply in any way that they don't want to say anything or else eliminate there right and need of communication. It is duty of the teachers and other service providers to respect their usage for communication; instead they should use their assistance, experience and will to make communication process possible. By teaching the view that each and everyone wants to say something is not at all dangerous thinking, instead displays the highest level of respect and honors (Downing 2005).

## **2.25 Effective Communication Skills for Teacher Educators**

Communication is the most integral part of every field of life. Job of educators is very challenging and difficult because of the reality that an educator is a permanent communicator. If an educator is highly qualified and having fantastic knowledge on his subject which he/she teaches. But he/she is not able to efficiently communicate with students, so he will not certainly creative and fruitful educator. Education essentially is the ability of being an effective communicator and to express in such an efficient way that the student are able to understand clearly and have a detailed knowledge of the information. (Liston, Borko& Whitcomb. 2002).

## **2.26 Related Researches**

In 1999 Saunders and Mills wrote a research article about “The knowledge of communication skills of secondary graduate student teachers and their understanding of the relationship between communication skills and teaching”. The main objective of this article was to investigate the importance of communication skills for teaching and how much these skills were obtained and incorporated during a course of teacher education. The study revealed that student teacher not only perceived themselves as a better teacher with communicational skills but they also clarified their image by communicating with the variety of the students. Student –teacher compared their theoretical and practical demonstrations in their teaching practice and how much it was beneficial for the development of teaching skills.

Mismar, Bassam A.(2002) conducted research on “The Role of Physical Education Cooperative Teachers During Student Teaching Field Practicum”. The Main Purpose of this study was to identify duties that cooperative teachers in Qatari Schools provided to student-teachers. Those duties is considered of great importance in order to facilitate student-teachers' missions and tasks in the field practicum period. In addition the study aimed at examining the significant difference of those duties and accommodations pertaining to some independent variables such as gender, nationality and level of expertise of teachers.

The study revealed the following results, the student - teachers conceived the duties that provided by the cooperative teachers to be satisfactorily. No significant differences were found between cooperative teachers duties as evaluated by student-teachers in some variables such as gender and teaching experience of cooperative teachers. The study recommended that there is such a need to have more cooperation and coordination between Qatar University and the ministry of Education to reach a real partnership.

Vicki and Spicer (2003) presented article about the “Importance of communication skills for youngster interaction with their teachers”. The main purpose of this article was to investigate the point of view of high school teachers about the importance of communication skills for their students' communication and investigated if the comfortable areas, in which the teachers taught or the amount of high school teaching practice they had, were associated with their point of view. The research proved that the trainee teacher always tried to adopt the communication

skills which were approved by the management. The result of this research showed that the facilitated communicative interactions between the teachers and the students were more helpful in learning.

El-Astal (2004) conducted research on “Problems facing student teachers at the College of Education- Ajman University for Science and Technology”. This study was done to find out the problem that face students of Ajman University during their practicum, influence of gender and specialization of students were also investigated.

The result showed that higher percentage of problems appeared on the nature of the practicum program, and it also showed that female students faced greater rate of problems.

The study recommended that the practicum program be improved in light of the international criteria.

Murtaza (2005) conducted research on “Comparative study of the teaching practice informal and non-formal system and development of model”. The purposes of this study were investigation about the problems, faced by teacher educators and prospective teachers in formal and non- formal education system of Pakistan. To find out the similarities and differences form the teaching methods, techniques, evaluation process and instructional manual procedures in formal and non-formal education system. This research revealed that in formal and non-formal education system of Pakistan given the least priorities to the teaching practice. Mostly teachers were of the view that efficient teaching practice needed proper management, adoption of communication skills, application of the instructional technology and supervision by

teacher educators. The researcher revealed that mostly responded criticized the present mode of teaching practice, where prospective teachers just wanted to get the teaching experience certificate from any institution, rather than to focus on improving their communication skills regarding professional abilities.

Zia Ullah, Farooq and Memon (2008) conducted research on “Effectiveness of Teacher Education Programmes in Developing Teaching Skills for Secondary Level”. The objective of this research was to assess the usefulness of secondary school teacher education programme for the development of specific teaching skills and attitude of prospective teachers and also determine the effectiveness of these skills. An observational technique was used to collect the data. Five teaching skills were analyzed. Clarity of concept, diversity in class and course work in class room was demonstrated by prospective teachers. The results showed that the verbal and non-verbal skills did not properly utilize in the prospective teachers. The researchers observed that the skills related task orientations in the classroom were developed in pre-service teachers to a realistic level. Mostly effective instructional materials of skills were not clearly developed for effective teaching.

Siddiqui (2010) conducted research on “Teacher Competencies and Teaching Practices for School Effectiveness in Workers Welfare Model Schools”. The result of this research was based on the observation of classroom teaching. This research proved that teachers used traditional method of teaching. Proper trained teachers did not exploiting in Workers Welfare. Mostly teachers gave on the spot positive feedback to encourage the students who gave right answers. Most of the teachers did not follow the proper evaluation procedure in classroom teaching. Most of the

teachers properly prepared and followed the course contents, also used personal A.v.aids for effective teaching.

Gujjar, Naoreen, Saifi and Bajwa (2010) conducted research on “Teaching practice: problems and issues in Pakistan”. The main objective of the research was to investigate the problems and issues which occurred in present scenario in Pakistan. This research revealed that instructions manual of rules were not provided to the prospective teacher before starting the teaching practice. Teacher educator did not specify the weaknesses in the lesson preparation and did not evaluate the teaching of prospective teachers daily. Before the starting of the teaching practice, introductory lecture was not given to them, to make them safe from any confusion regarding teaching practice, guidebook and assessment process. On the spot feedback was not given to the prospective teacher that’s why they could not get confidence, capability and vision through teaching practice. The study revealed that supervisor played an uncommon role during teaching practice. Provision of guidance was very rare by the supervisors. Supervisor’s performance was very low due to the congested work of university and adequate facilities were not provided to them during the teaching practice.

Malik and Ajmal (2010) wrote a research paper on “Level, causes and coping strategies of stress during teaching practice”. The purpose of this research was to evaluate causes and levels of stress and how student-teachers handled those stressors during teaching practice. This research indicated that mostly prospective teachers’ get fair level of stress during teaching practice. The research revealed that five causes of stress were identifying which were assessment by supervisor, class room



management, preparation of lesson plan and heavy workload. There were three coping strategies were recognized which were feedback, communication with community and usage of self-management techniques. This research concluded that more coordination between teacher educator of university and cooperative teacher was needed.

## **CHAPTER 3**

### **METHODS AND PROCEDURES OF THE STUDY**

The focal point of this study was to find out the contribution of teacher educators in helping the prospective teachers for the development of the communication skills in teaching practice. Thus the study was qualitative as well as quantitative research and descriptive in nature.

#### **3.1 Population of the study**

For the purpose of research, the researcher used three kinds of population.

1. First kind of population included 27 students of M.A Education program of IIUI, who were practicing as trainee teachers at different educational institutes.
2. For the second kind of population, researcher observed two teacher educators from Department of Education (IIUI), who supervised these students during the internship program.
3. The third and important population included different cooperative teachers of the institutes, where the prospective teachers were doing their internship.

### **3.2 Sample of the study**

100% population was taken as the sample of the study (27 female students were enrolled as prospective teachers in the M.A Education program). The researcher used the universal sampling technique.

### **3.3 Research Instrument**

For the purpose of data collection the researcher used two types of self made observation sheets with four point rating scale. The rating scales represented the following numbers for rating on observational sheets; Seldom = 1, Often = 2, frequently = 3, Always = 4. Researcher has allotted seldom and often to those prospective teachers who use the communication skill very rarely, and then who used the skills more are placed in frequently and always.

1. First observation sheet was used to observe the performance of prospective teachers during teaching practice in three sessions. (see in Annexure I)
2. The second observation sheet was used to observe the role of teacher educators and cooperative teachers for the development of the communication skills of prospective teachers and also observed their level of guidance and teaching instructions provided to the prospective teachers during the whole semester. (see in Annexure II)

While preparing the observation sheet for the assessment of prospective teachers' following aspects were taken into consideration:

**A. Verbal skills**

1. Greeted the audience warmly
2. Use a loud and clear voice
3. Adequate volume
4. Good pronounce
5. Speed of talking
6. Pleasant pitch and tone
7. Good vocabulary
8. Good reading ability

**B. Non- Verbal skills**

1. Hyperactivity
  2. Size of handwriting variable
  3. Faces class while speaking
  4. Facial gestures
  5. Movement in class
- **Usage of appropriate teaching instructional material**
    - Usage of A.v.aids
    - Readable study material was used
    - Proper standing posture during and after writing of WB
    - Communication during WB writing
    - Preparation of aids

- Proper use of A.v.aids
- Explains the abbreviations
- Brightness and contrast of visual aids
- Clear labeling of A.v.aids
- Proper time for students for visuals
- Purposeful A.v.aids

#### **C. Academic proficiencies**

- Reading
- Spellings
- Handwriting
- Language skills/ phonetics

#### **D. Professional communication**

- Grammatical correction
- Proper written communication
- Provide motivation for class room activities
- Professional courtesy
- Professional ethics/ professionalism
- Psychological communication

#### **E. Participation in Discussion**

- Encourage for participation
- Encouragement for mutual corporation
- Encouragement for discussion around the objectivity

While preparing the observation sheet for the assessment of teachers' educators, following aspects were taken in to consideration:

**F. Evaluation and feedback**

- Use sources to enhance the verbal communication skills
- Monitor the non-verbal skills and guide her properly
- Instruct the student for proper use of instructional material
- Check the academic proficiencies and guide her by giving some tips for improvement
- Guide her in acquiring professional attitude in class
- Guide her about the correct procedure of supervised- class room discussion
- Provide on the spot positive feedback
- Monitor student teacher's performance and participation in teaching learning process

### **3.4 Validation of the Instrument**

Instruments were validated through experts' opinions. Three experts were chosen for the validation.

One from the mass communication department, one from department of Education of IIUI (except the sample) and last one was language expert.

### **3.5 Pilot testing**

The observation sheet was testified practically through pilot testing. The researcher used the observation sheet on five students from B.S of “Long term internship program”. B.S and M.A Education students were doing their internship program collectively so the pilot testing was conducted on B.S students, while the data were collected from M.A Education students. After analyzing the results, researcher made some changes in the observational sheet.

### **3.6 Data collection**

The researcher observed the teaching of prospective teachers (student teacher) in different educational institutions, and completed the check list (observational sheet) herself during observation. The Long term teaching internship program started in March 2011.

So the researcher conducted the observation in three different sessions:

- The 1<sup>st</sup> session of observation was carried out during the model teaching lessons in the class by teacher educators and preparatory lesson (presentations) by the prospective teachers to assess their communication skills in the beginning.
- 2<sup>nd</sup> session of observation was done during the first week of teaching practice in different F.G school of Islamabad and Government Rawalpindi, where students were sent for their teaching internship.

- 3<sup>rd</sup> and the final session of observation were conducted in the last week of teaching practice in different F.G school of Islamabad and Government schools of Rawalpindi.

Hence each prospective teacher was observed thrice. The researcher observed whatever classes and level was assigned by the cooperative to the prospective teachers.

### **3.7 Observational Rating Scales and Checklists**

A researcher may wish to make observations of behavior in a classroom or at a service site. This is especially useful for providing corroborative evidence to supplement information that students have supplied themselves through surveys or reflections. The researcher may choose to complete the observation forms him or herself, or may choose to have another person, such as a community site supervisor, record observations.

One way to record observations is to keep a journal or log. This qualitative assessment method usually would be used to augment other research data. To record observations in a more quantitative format, a researcher might choose to use a rating scale or checklist. Check list Provide opportunities to give feedback. The characteristics of intelligent behavior can be identified, taught, and checked.

Observation checklists let us check off whether student can demonstrate skill or attribute being measured. Develop base; practice; check progress.



They focus on observable performances or criteria that are often more especially useful for monitoring growth or need for improvement. They are more meaningful or authentic.

Useful re what learners can do and what their learning needs are.

An *observational rating scale* usually instructs the observer to rate the frequency, quality, or other characteristic of the behavior being observed, such as:

Quality of nursing student's interactions with community health center staff:

Low,                      Medium Low,                      Medium High,                      High

In an *observation checklist* or *inventory* an observer would make a checkmark on a list when a behavior was observed, for example:

- ✓ Tutor established eye contact with student
- ✓ Tutor smiled at student
- ✓ Tutor touched student in appropriate manner
- ✓ Tutor used language appropriate to the age and abilities of the student
- ✓   3   Total number of check marks

### 3.8 Data analysis

Data were analyzed by decoding the observations recorded on rating scale. A comparison of three observations of each individual was carried out to explore the improvement in the communication skills. Data were analyzed according to the results of observational sheet. The data were analyzed through percentage and mean scores.

The evaluation criteria/ Performa used by the teacher educators and cooperative teachers was collected and analyzed in order to explore what communication skills were being developed and assessed prospective teachers during teaching practice.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

In order to find out the results of study, the researcher collected the data from fourteen different F.G school of Islamabad and Government Rawalpindi which were assigned to twenty seven prospective teachers of M.A Education program (**Long Term Internship, its total Credit Hours were 15** ) of International Islamic university for teaching practice. Only female students of this program were taken as a sample for this research.

The instrument for this research was two observation sheets with rating scale, to assess the development of communication skills of prospective teachers during internship program. The rating scales represented the following numbers for rating on observation sheets;

Seldom = 1

Often = 2

Frequently = 3

Always = 4

The instrument covered different skills of prospective teachers including verbal, non-verbal communication, communication with the help of teaching

materials, Academic proficiencies of prospective teachers and their professional communication during long term teaching internship (the period for the internship program was three months). The researcher used a separate observation sheet with the same rating scale for the teacher educators and cooperative teachers. In the second observation sheet the researcher noted the kinds of professional techniques used by the teacher educators and cooperative teachers to enhance the communication skills of the prospective teachers in the class room or during the training program.

Data were analyzed in three sections. Section I showed analysis about the teacher educators and cooperative teachers. Section II consisted of analysis of prospective teachers. Section III showed the evaluation of the assessment performance used by teacher educators and cooperative teachers.

## Section I

**Table: 4.1: DATA ANALYSIS OF THE TEACHER EDUCATORS  
AND CO-OPERATIVE TEACHER'S PERFORMANCE**

| Statements  | s/ observation              | Seldom (1) |      | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|---|-----------------------------|------------|------|-----------|-------|---------------|-------|-----------|-------|------|
|   |                             | Freq       | %age | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| 1. Use instructional sources to enhance the verbal communication skills of P-T        | 1 <sup>st</sup> observation | Nil        | -    | 22        | 81.4% | 4             | 14.8% | 1         | 3.7%  | 2.22 |
|   | 2 <sup>nd</sup> observation | Nil        | -    | 12        | 44.4% | 13            | 48.1% | 2         | 7.4%  | 2.62 |
|   | 3 <sup>rd</sup> observation | Nil        | -    | 6         | 22.2% | 17            | 62.9% | 3         | 11.1% | 2.77 |
| 2. Monitor the non-verbal skills and guide the P-T properly                           | 1 <sup>st</sup> observation | Nil        | -    | 14        | 51.8% | 9             | 33.3% | 4         | 14.8% | 2.62 |
|   | 2 <sup>nd</sup> observation | Nil        | -    | 8         | 29.6% | 15            | 55.5% | 4         | 14.8% | 2.85 |
|   | 3 <sup>rd</sup> observation | Nil        | -    | 11        | 40.7% | 9             | 33.3% | 7         | 25.9% | 2.85 |
| 3. Instruct the P-T for proper use of instructional material                          | 1 <sup>st</sup> observation | 2          | 7.4% | 11        | 40.7% | 12            | 44.4% | 2         | 7.4%  | 2.44 |
|   | 2 <sup>nd</sup> observation | Nil        | -    | 13        | 48.1% | 11            | 40.7% | 3         | 11.1% | 2.62 |
|   | 3 <sup>rd</sup> observation | Nil        | -    | 12        | 44.4% | 10            | 37%   | 5         | 18.5% | 2.74 |
| 4. Check the academic proficiencies and guide P-T by giving some tips for improvement | 1 <sup>st</sup> observation | Nil        | -    | 12        | 44.4% | 13            | 48.1% | 2         | 7.4%  | 2.62 |
|   | 2 <sup>nd</sup> observation | Nil        | -    | 7         | 25.9% | 19            | 70.3% | 1         | 3.7%  | 2.77 |
|   | 3 <sup>rd</sup> observation | Nil        | -    | 8         | 29.6% | 17            | 62.9% | 2         | 7.4%  | 2.77 |

| Statements  | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|---|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|   |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| 5. Guide P-T in acquiring professional attitude in class                                    | 1 <sup>st</sup> observation | 3          | 11.1% | 8         | 29.6% | 9             | 33.3% | 7         | 25.9% | 2.74 |
|   | 2 <sup>nd</sup> observation | Nil        | -     | 5         | 18.5% | 20            | 74%   | 2         | 7.4%  | 2.88 |
|   | 3 <sup>rd</sup> observation | Nil        | -     | 5         | 18.5% | 13            | 48.1% | 9         | 33.3% | 3.14 |
| 6. Guide P-T about the correct procedure of supervised-class room discussion                | 2 <sup>nd</sup> observation | Nil        | -     | 5         | 18.5% | 20            | 74%   | 2         | 7.4%  | 2.88 |
|   | 3 <sup>rd</sup> observation | Nil        | -     | 5         | 18.5% | 13            | 48.1% | 9         | 33.3% | 3.14 |
|   | 3 <sup>rd</sup> observation | Nil        | -     | 7         | 25.9% | 10            | 37%   | 10        | 37%   | 3.11 |
| 7. Provide on the spot positive feedback  | 1 <sup>st</sup> observation | 1          | 3.7%  | 11        | 40.7% | 13            | 48.1% | 2         | 7.4%  | 2.55 |
|   | 2 <sup>nd</sup> observation | Nil        | -     | 10        | 37%   | 15            | 55.5% | 2         | 7.4%  | 2.70 |
|   | 3 <sup>rd</sup> observation | Nil        | -     | 6         | 22.2% | 11            | 40.7% | 10        | 37%   | 3.14 |
| 8. Monitor prospective teacher's performance and participation in teaching learning process | 1 <sup>st</sup> observation | 2          | 7.4%  | 8         | 29.6% | 8             | 29.6% | 9         | 33.3% | 2.88 |
|   | 2 <sup>nd</sup> observation | 1          | 3.7 % | 12        | 44.4% | 8             | 29.6% | 6         | 22.2% | 2.70 |
|   | 3 <sup>rd</sup> observation | Nil        | -     | 14        | 51.8% | 10            | 37%   | 3         | 11.1% | 2.59 |

1. In the table 4.1 it has been indicated that the response of the teacher educators was satisfactory while recording the results for the instructions given to the prospective teachers, before starting the lesson in the class. On the other hand their role was best while giving the response to the prospective teachers, where they gave instructions at the different levels and used different sources to enhance the verbal communication skills of prospective teachers. Resultant means 2.22, 2.62 and 2.77, showed that teacher educators enhanced their verbal skills.
2. Teacher educators properly monitored the non-verbal skills and guided the prospective teachers. The mean score (in first session was 2.62 in second 2.85 and in final 2.85) in this regard showed progress of teacher educator's performance.
3. Teacher educators gave proper instructions about the usage of different instructional material at different levels during teaching practice. The calculated mean scores 2.44, 2.62 and 2.74 showed that teacher educators helped them in usage of the purposeful and effective teaching material.
4. They also helped the prospective teachers in improving the techniques of teaching during different levels of their teaching practice. The mean scores 2.62 in first session and 2.77 in both second and third sessions indicated that teacher educators checked the academic proficiencies and guided prospective teachers by introducing with some rules for improvement.

5. The table also elaborated that the teacher educators helped and guided the prospective teachers by expressing the difficult concepts of the lesson or subject by themselves, where needed.
6. Teacher educators guided prospective teachers in acquiring professional attitude in class, in the final session of observations 18.5% often, 48.1% frequently and 33.3% of teacher educators always helped the prospective teachers. Mean score was 2.74, 2.88 and 3.14 in this regard.
7. Teacher educators helped the prospective teachers about the correct procedure of supervised- class room discussion during teaching practice. Teacher educators used all the skills to guide prospective teachers at different levels for example they kept themselves involved in the day today and time to time guidance for improving their teaching methodology. (Mean score in this regard was 2.62, 3.11 and 3.11).
8. The calculated mean in the first session was 2.55; in second was 2.70 and 3.14 in final session of the observation and it showed that teacher educators always provided on the spot positive feedback. Teacher educators monitored prospective teachers' performance and participation in the teaching learning process to provide them guidance. The teacher educators also strengthened the prospective teachers' learning by using the communication techniques. This statement is proved through mean scores; 2.88, 2.70 and 2.59.



## Section II

### **DATA ANALYSIS OF THE PROSPECTIVE TEACHERS' PERFORMANCE**

#### **Means of Verbal Communicational Skills**

**Table: 4.2: Greeted the students**

| Verbal skills               | Sessions of observation     | Seldom (1)  |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|-----------------------------|-----------------------------|-------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                             |                             | Frequencies | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Greeted the students warmly | 1 <sup>st</sup> observation | 8           | 29.6% | 17        | 62.9% | 2             | 7.4%  | Nil       | -     | 1.77 |
|                             | 2 <sup>nd</sup> observation | 1           | 3.7%  | 16        | 62%   | 10            | 37%   | Nil       | -     | 2.29 |
|                             | 3 <sup>rd</sup> observation | Nil         | -     | 6         | 22.2% | 17            | 62.9% | 4         | 14.8% | 2.92 |

Table 4.2 describes the overall performance of the prospective teachers in the verbal communicational skill. In first session of observation 29.6% prospective teachers seldom greeted the student, 62.9% prospective teachers often greeted them and only 7.4% greeted them frequently. But as the session progressed in the second session they more often greeted the class. They improved their verbal communication skill very much as shown in the third session that most of them greeted the class frequently (62%) or always (14.8%). The mean score of observation in first session is 1.77, in

second session 2.29 and in third session are 2.92. The mean score shows the improvement in the final session.

**Table: 4.3: Quality of voice/Audible**

| Verbal skills              | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|----------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                            |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Use a loud and clear voice | 1 <sup>st</sup> observation | 3          | 11.1% | 20        | 74%   | 4             | 14.8% | Nil       | -    | 2.03 |
|                            | 2 <sup>nd</sup> observation | Nil        | -     | 16        | 59.2% | 11            | 40.7% | Nil       | -    | 2.40 |
|                            | 3 <sup>rd</sup> observation | Nil        | -     | 11        | 40.7% | 15            | 55.5% | 1         | 3.7% | 2.62 |

Above table 4.3 reveals that 11.1% prospective teachers seldom used loud and clear voice during lecture/teaching, 74% often used and 14.8% always used proper and clear voice during teaching. The percentage result shows the improvement in the third session. There is an increase in the performance of prospective teachers and (55.5%) frequently used the loud and clear voice in teaching. The mean score 2.30, 2.40 and 2.62, shows the gradual but slow improvement in their performance during teaching practice.

**Table: 4.4: Adequate volume**

| Verbal skills   | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|-----------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                 |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Adequate volume | 1 <sup>st</sup> observation | 10         | 37%   | 12        | 44.4% | 5             | 18.5% | Nil       | -    | 1.81 |
|                 | 2 <sup>nd</sup> observation | 5          | 18.5% | 14        | 51.8% | 8             | 29.6% | Nil       | -    | 2.11 |
|                 | 3 <sup>rd</sup> observation | Nil        | -     | 15        | 55.5% | 10            | 37%   | 2         | 7.4% | 2.51 |

Table 4.4 shows the verbal skill in respect to the adequate volume of the prospective teachers. In first session of the teaching practice prospective teachers (37%) seldom used sufficient volume, 44.4% often and 18.5% always used satisfactory volume during lecture. In second session 18.5% seldom, 51.8% often and 29.6% prospective teachers always used adequate volume. In the first session of observation the total mean of the score for all prospective teachers was 1.81 while the total mean of all prospective teachers in the last session was 2.51. The resultant mean showed an improvement in the verbal skill of the prospective teachers.

**Table: 4.5: Good pronunciation**

| Verbal skills  | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|----------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Good pronounce | 1 <sup>st</sup> observation | 9          | 33.3% | 12        | 44.4% | 6             | 22.2% | Nil       | -     | 1.88 |
|                | 2 <sup>nd</sup> observation | Nil        | -     | 12        | 44.4% | 12            | 44.4% | 3         | 11.1% | 2.66 |
|                | 3 <sup>rd</sup> observation | 2          | 7.4%  | 14        | 51.8% | 10            | 37%   | 1         | 3.7%  | 2.37 |

Table no 4.5 shows slight change in the results of three observations. 33.3% prospective teachers seldom, 44.4% often and 22.2% frequently read with proper pronunciation. Whereas in second session of the observation prospective teachers were perform (44.4%) often, (44.4%) frequently and (3.7%) always pronounced good. In the first session the total score of all prospective teachers was 51 with the mean score 1.88. In the second session there was a good change noted by the researcher i.e. 2.66 mean score of the prospective teachers, but the mean score dropped a bit and that became 2.37. The change was due to difficult vocabulary and lack of interest of the prospective teachers to improve further in this regard.

**Table: 4.6: Speed of talking**

| Verbal skills           | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean        |
|-------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|-------------|
|                         |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |             |
| <b>Speed of talking</b> | 1 <sup>st</sup> observation | 6          | 22.2% | 14        | 51.8% | 7             | 25.9% | Nil       | -    | <b>2.03</b> |
|                         | 2 <sup>nd</sup> observation | 2          | 7.4%  | 14        | 51.8% | 11            | 40.7% | Nil       | -    | <b>2.33</b> |
|                         | 3 <sup>rd</sup> observation | 1          | 3.7%  | 11        | 40.7% | 14            | 51.8% | 1         | 3.7% | <b>2.55</b> |

Table 4.6 is about the speed of verbal communication of the prospective teachers with the students. The result shows that at first 22.2 % seldom used appropriate speed of talking and in second session 51.8% teachers often talked with normal speed, according to the understanding level of students. In the final session maximum teachers used an appropriate speed of verbal communication with the students. The mean scores of all sessions are 2.03, 2.33 and 2.55. The mean scores show that they need much improvement in this regard.

**Table: 4.7: Pleasant pitch and tone**

| Verbal skills                  | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|--------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                                |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| <b>Pleasant pitch and tone</b> | 1 <sup>st</sup> observation | 11         | 40.7% | 15        | 55.5% | 1             | 3.7%  | Nil       | -    | 1.62 |
|                                | 2 <sup>nd</sup> observation | Nil        | -     | 18        | 66.6% | 7             | 25.9% | 2         | 7.4% | 2.40 |
|                                | 3 <sup>rd</sup> observation | 2          | 7.4%  | 18        | 66.6% | 6             | 22.2% | 1         | 3.7% | 2.22 |

Table 4.7 shows the result about pleasant pitch and tone of verbal communication skills of the prospective teachers. In the first session 40.7% of prospective teachers seldom used pleasant tone during teaching in class room. 55.5% often focused at their pitch and tone while teaching and only 3.7% frequently taught in pleasant tone. Resultant mean shows that they improved a lot in second session but the mean score dropped in the final session of prospective teachers, which means that they need to pay attention for improvement of effectiveness of these verbal skills.

**Table: 4.8: Good vocabulary**

| Verbal skills          | s/ observation              | Seldom (1) |      | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|------------------------|-----------------------------|------------|------|-----------|-------|---------------|-------|-----------|------|------|
|                        |                             | Freq       | %age | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| <b>Good vocabulary</b> | 1 <sup>st</sup> observation | 10         | 37%  | 8         | 29.6% | 8             | 29.6% | 1         | 3.7% | 2    |
|                        | 2 <sup>nd</sup> observation | 2          | 7.4% | 13        | 48.1% | 11            | 40.7% | 1         | 3.7% | 2.40 |
|                        | 3 <sup>rd</sup> observation | Nil        | -    | 17        | 62.9% | 9             | 33.3% | 1         | 3.7% | 2.40 |

Table 4.8 reveals the command of prospective teachers in the use of vocabulary while teaching any language. The result shows that maximum teachers relied on their pervious vocabulary and did not make any special efforts to improve this essential teaching quality. Prospective teachers improved very little and had a great tendency for the improvement in grammatical perfection and in the language proficiencies. A good vocabulary can replace many teaching instructional material and help the teacher to use it in a better way.

**Table: 4.9: Good reading ability**

| Verbal skills             | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                           |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| <b>Good reading power</b> | 1 <sup>st</sup> observation | 5          | 18.5% | 15        | 55.5% | 6             | 22.2% | 1         | 3.7% | 2.11 |
|                           | 2 <sup>nd</sup> observation | 3          | 11.1% | 13        | 48.1% | 9             | 33.3% | 2         | 7.4% | 2.37 |
|                           | 3 <sup>rd</sup> observation | Nil        | -     | 12        | 44.4% | 14            | 51.8% | 1         | 3.7% | 2.59 |

Table 4.9 shows the result of the reading ability of the prospective teachers. 22.2% of the prospective teachers had good reading power, in second session 33.3% of teachers improved their reading and in the last session 51.8% prospective enhanced their reading power up to a satisfactory level during teaching practice. The mean score of all sessions is 2.11 in first, 2.37 in second and 2.59 in last session; this shows the little bit improvement in reading ability of the prospective teachers.



## Non - verbal communicational skills used by the prospective teachers

**Table: 4.10: Hyperactivity**

| Non-<br>Verbal<br>skills | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|--------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                          |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Hyper-<br>activity       | 1 <sup>st</sup> observation | 9          | 33.3% | 14        | 51.8% | 3             | 11.1% | 1         | 3.7%  | 1.85 |
|                          | 2 <sup>nd</sup> observation | 3          | 11.1% | 19        | 70.3% | 5             | 18.5% | Nil       | -     | 2.07 |
|                          | 3 <sup>rd</sup> observation | Nil        |       | 16        | 59.2% | 10            | 37%   | 1         | 3.7 % | 2.44 |

Table 4.10 describes the overall performance of the prospective teachers in the non-verbal communication skill. In the first session with the mean value (1.85) most of the prospective teachers were not very active in the class room due to certain reasons. But after the guidance from the teacher educators they became more active in second session with the mean score 2.07 and in the final 2.44. They showed improvement in last session.

**Table: 4.11: Size of handwriting variable**

| Non-Verbal skills            | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |        | Mean |
|------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|--------|------|
|                              |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age   |      |
| Size of handwriting variable | 1 <sup>st</sup> observation | 5          | 18.5% | 14        | 51.8% | 7             | 25.9% | 1         | 3.7%   | 2.14 |
|                              | 2 <sup>nd</sup> observation | Nil        | -     | 16        | 59.2% | 10            | 37%   | 1         | 3.7%   | 2.44 |
|                              | 3 <sup>rd</sup> observation | 1          | 3.7%  | 8         | 29.6% | 15            | 55.5% | 3         | 11.1 % | 2.74 |

Table 4.11 shows the non-verbal communication of the prospective teachers. Prospective teachers' writing on white board was not of appropriate size 18.5% seldom, 51.8% often. 25.9% frequently and 3.7% of prospective teachers always used proper size of the words while writing on the white board. The resultant mean of all sessions is 2.14, 2.44 and 2.74; It shows that the prospective teachers improved their writing style during the practice session.

**Table: 4.12: Faces class while speaking**

| Non-Verbal skills          | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|----------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                            |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Faces class while speaking | 1 <sup>st</sup> observation | 8          | 29.6% | 17        | 62.9% | 1             | 3.7%  | 1         | 3.7%  | 1.81 |
|                            | 2 <sup>nd</sup> observation | Nil        |       | 18        | 66.6% | 7             | 25.9% | 2         | 7.4%  | 2.40 |
|                            | 3 <sup>rd</sup> observation | Nil        |       | 17        | 62.9% | 5             | 18.5% | 5         | 18.5% | 2.55 |

Table 4.12 reveals that 29.6% seldom, 62.9% often, 3.7% frequently and 3.7% of prospective teachers were bit shy and faced class with less confidence. Whereas their teachings practice enabled them to improve their teaching confidence up to a satisfactory level and in the last session of the observation 62.9% often, 18.5% frequently and also 18.5% of prospective teachers always was facing class with confidence. The mean score of the all sessions is 1.81, 2.40 and 2.55 in final session.

**Table: 4.13: Facial gestures**

| Non-Verbal skills | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|-------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                   |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Facial gestures   | 1 <sup>st</sup> observation | 14         | 51.8% | 10        | 37%   | 2             | 7.4%  | 1         | 3.7% | 1.62 |
|                   | 2 <sup>nd</sup> observation | Nil        |       | 21        | 77.7% | 5             | 18.5% | 1         | 3.7% | 2.25 |
|                   | 3 <sup>rd</sup> observation | Nil        |       | 17        | 62.9% | 8             | 29.6% | 2         | 7.4% | 2.44 |

Table 4.13 reveals that 51.8% seldom, 37% often, 7.4% frequently and 3.7% always presented best facial gestures to the class to capture the attention of the students and to create interest in the topic. Results show that in the beginning while teaching facial gestures of prospective teachers were blank. There was the variation in second and third session; it means prospective teachers improved their facial expressions. Total mean score of prospective teachers in first session is 1.62 in first session, 2.25 in second and 2.44 in final session of the teaching practice.

**Table: 4.14: Movement in class**

| Non-Verbal skills | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|-------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                   |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Movement in class | 1 <sup>st</sup> observation | 8          | 29.6% | 16        | 59.2% | 3             | 11.1% | Nil       |      | 1.81 |
|                   | 2 <sup>nd</sup> observation | 1          | 3.7%  | 19        | 70.3% | 5             | 18.5% | 2         | 7.4% | 2.29 |
|                   | 3 <sup>rd</sup> observation | 3          | 11.1% | 20        | 74%   | 3             | 11.1% | 1         | 3.7% | 2.07 |

Table 4.14 reveals that the prospective teachers did not make proper movement in the class room for better control and discipline, in the first session of the observation. As the teacher educator noted the problem they guided the prospective teachers as the result of second observation reveals the better mean (2.29). But the prospective teachers could not maintain the quality in the last session (2.07).

## Means of Communication through Instructional Material

**Table: 4.15: Usage of Instructional Material**

| Communicate through instructional material   | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always (4) |       | Mean |
|--|-----------------------------|------------|-------|-----------|-------|---------------|-------|------------|-------|------|
|  |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq       | %age  |      |
| Usage of instructional material/<br>a.v.aids | 1 <sup>st</sup> observation | 7          | 25.9% | 19        | 70.3% | 1             | 3.7%  | Nil        |       | 1.77 |
|  | 2 <sup>nd</sup> observation | Nil        |       | 15        | 55.5% | 11            | 40.7% | 1          | 3.7%  | 2.48 |
|  | 3 <sup>rd</sup> observation | Nil        |       | 13        | 48.1% | 10            | 37%   | 4          | 14.8% | 2.66 |

The table 4.15 shows the result about the usage of appropriate instructional material. At the beginning of the teaching practice 25.9% seldom, 70.3% often and 3.7% of prospective teachers frequently used the proper and appropriate teaching materials. Whereas in second observation 55.5% often, 37% frequently and only 3.7% of prospective teachers always used the instructional materials. The mean score of all sessions are 1.77, 2.48 and 2.66 in final session. The resultant mean shows the improvement in second and third session as compared to the first session of observation.

**Table: 4.16: Readable study-material was used**

| Communicate<br>through<br>I/ material  | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|--|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|  |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Readable<br>study-material<br>was used | 1 <sup>st</sup> observation | 5          | 18.5% | 20        | 74%   | 1             | 3.7%  | 1         | 3.7%  | 1.92 |
|  | 2 <sup>nd</sup> observation | Nil        |       | 15        | 55.5% | 11            | 40.7% | 1         | 3.7%  | 2.48 |
|  | 3 <sup>rd</sup> observation | 1          | 3.7%  | 10        | 37%   | 13            | 48.1% | 3         | 11.1% | 2.66 |

Table 4.16 shows the usage of readable study material in teaching practice of prospective teachers. In first session of the observation 18.5% seldom, 74% often, 3.7% frequently and 3.7% of prospective teachers always used the readable instructional material. The resultant score of second session shows that 55.5% often, 40.7% frequently and only 3.7% of prospective teachers always used readable material effectively. The mean score in first session is 1.92, 2.48 in second and 2.66 score in final session of the observation.

**Table: 4.17: Proper standing posture**

| Communicat<br>e through I/<br>material  | s/<br>observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---|--------------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|   |                                | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| <b>Proper<br/>standing<br/>posture<br/>during and<br/>after writing<br/>of WB</b> | 1 <sup>st</sup><br>observation | 6          | 22.2% | 16        | 59.2% | 5             | 18.5% | Nil       | -    | 1.96 |
|   | 2 <sup>nd</sup><br>observation | Nil        | -     | 20        | 74%   | 8             | 29.6% | Nil       | -    | 2.37 |
|   | 3 <sup>rd</sup><br>observation | Nil        | -     | 18        | 66.6% | 9             | 33.3% | Nil       | -    | 2.33 |

Table 4.17 reveals the results related to the standing posture of the prospective teachers during and after the writing on white/black board. In the first session of observation 22.2% seldom, 59.2% often and 18.5% of prospective teachers frequently used proper standing posture during and after the writing on white board. In the second session of observation prospective teachers improved their body posture. 74% often and 29.6% of prospective teachers frequently used standing posture in a proper way which helped the students to observe and copy from the board clearly after writing. But low performance is observed in their mean scores of all sessions, which are 1.96 in first, 2.37 in second and 2.33 in the final session of teaching practice.



**Table: 4.18: Preparation of instructional material**

| Communicate<br>through I/<br>material                    | s/<br>observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|--|--------------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|  |                                | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| <b>Preparation<br/>of<br/>instructional<br/>material</b> | 1 <sup>st</sup><br>observation | 10         | 37%   | 15        | 55.5% | 1             | 3.7%  | 1         | 3.7% | 1.74 |
|  | 2 <sup>nd</sup><br>observation | 2          | 7.40% | 18        | 66.6% | 7             | 25.9% | Nil       | -    | 2.18 |
|  | 3 <sup>rd</sup><br>observation | Nil        | -     | 18        | 66.6% | 8             | 29.6% | 1         | 3.7% | 2.37 |

Table 4.18 shows the preparation of instructional material during teaching practice of prospective teachers. In first session 37% seldom, 55.5% often, 3.7% frequently and also 3.7% of prospective teachers always prepared instructional material. The low mean score in first session of observation shows that inappropriate/ badly chosen instructional material in lecture was the main weak point of prospective teachers. Preparation of instructional material was not according to the topic and it did not provide proper information about the topics. Whereas 7.40% seldom, 66.6% often and 25.9% frequently prepared teaching materials according to the nature/need of the subjects. The mean score of all sessions is 1.74 as calculated in first observation, 2.18 in second and 2.37 in the final observational score. The resultant means shows that after the first session of observation prospective teachers gradually improved their skills for preparing the materials.

**Table: 4.19: Proper use of audio visual aids**

| Communicate<br>through<br>I/ material | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---------------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                                       |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Proper use of<br>A.v.aids             | 1 <sup>st</sup> observation | 7          | 25.9% | 17        | 62.9% | 2             | 7.4%  | 1         | 3.7% | 1.88 |
|                                       | 2 <sup>nd</sup> observation | 3          | 11.1% | 19        | 70.3% | 5             | 18.5% | Nil       | -    | 2.07 |
|                                       | 3 <sup>rd</sup> observation | Nil        | -     | 17        | 62.9% | 9             | 33.3% | 1         | 3.7% | 2.40 |

Table 4.19 reveals that 25.9% seldom, 62.9% often, 7.4% frequently and 3.7% of prospective teachers always used proper audio visual aids during first session of teaching practice. The result clearly indicates that in the beginning prospective teachers were them-selves confused about the proper usage of the A.v.aids. Percentage results show that the performance of prospective teachers improved in the final session, in which 62.9% often, 33.3% frequently and 3.7% of prospective teachers always used A.v.aids. The resultant mean shows that audio visual aids were properly used during the teaching practice session in schools.

**Table: 4.20: Explains the abbreviations**

| Communicate through I/ material | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|---------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                                 |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Explains the abbreviations      | 1 <sup>st</sup> observation | 14         | 51.8% | 11        | 40.7% | 1             | 3.7%  | 1         | 3.7%  | 1.59 |
|                                 | 2 <sup>nd</sup> observation | 3          | 11.1% | 19        | 70.3% | 5             | 18.5% | Nil       | -     | 2.07 |
|                                 | 3 <sup>rd</sup> observation | Nil        | -     | 18        | 66.6% | 6             | 22.2% | 3         | 11.1% | 2.44 |

Table 4.20 shows that 51.8% seldom, 40.7% often 3.7% frequently and also 3.7% of prospective teachers always explain the abbreviations during teaching. The result clearly indicates that in the beginning prospective teachers didn't fully explain the abbreviations to the students but in third session of observation 66.6% often, 22.2% frequently and 11.1% of prospective teachers always explained the abbreviations and gradually they enhanced their abbreviation concepts through communication skills and explained in detail and in a better way. The mean score shows the improvement.

**Table: 4.21: Brightness, contrast and Clear labeling of A.v.aids**

| Communicate<br>through<br>I/ material                                  | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|--|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|  |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| <b>Brightness,<br/>contrast and<br/>Clear labeling<br/>of A.v.aids</b> | 1 <sup>st</sup> observation | 9          | 33.3% | 15        | 55.5% | 1             | 3.7%  | 2         | 7.4%  | 1.85 |
|  | 2 <sup>nd</sup> observation | Nil        | -     | 18        | 66.6% | 8             | 29.6% | 1         | 3.7%  | 2.37 |
|  | 3 <sup>rd</sup> observation | Nil        | -     | 16        | 59.2% | 8             | 29.6% | 3         | 11.1% | 2.51 |

Table 4.21 shows the results related to the brightness and contrast of visual aids. 33.3% seldom, 55.5% often, 3.7% frequently and 7.4% of prospective teachers always took care about the brightness and contrast of visual aids, and clear labeling of aids while using them in class room. The resultant mean score shows that in the first session of the observation prospective teachers were not much conscious about the proper brightness, contrast and proper labeling of the objects while using the teaching material. Resultant mean shows the gradual improvement after first session of the observation.

**Table: 4.22: Use of Models as A.v.aids**

| Communicate<br>through<br>I/ material | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|---------------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                                       |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Use of Models<br>as A.v.aids          | 1 <sup>st</sup> observation | 4          | 14.8% | 16        | 59.2% | 6             | 22.2% | 1         | 3.7%  | 2.14 |
|                                       | 2 <sup>nd</sup> observation | 1          | 3.7%  | 18        | 66.6% | 6             | 22.2% | 2         | 7.40% | 2.33 |
|                                       | 3 <sup>rd</sup> observation | Nil        |       | 16        | 59.2% | 9             | 33.3% | 2         | 7.40% | 2.48 |

Table 4.22 reveals that in first session of observation 14.8% seldom, 59.2% often, 22.2% frequently and 3.7% of prospective teachers always used some sort of models as A.v.aids (specially in teaching of science). 3.7% seldom, 66.6% often, 22.2% frequently and 7.40% of prospective teachers used the clear and appropriate models in the second session. Resultant mean shows that improvement in the use of proper models to explain different topics by the prospective teachers.

## Academic communicational skills of the prospective teachers

**Table: 4.23: Reading**

| Academic<br>proficiencies | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                           |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Reading                   | 1 <sup>st</sup> observation | 21         | 77.7% | 5         | 18.5% | 1             | 3.7%  | Nil       | -    | 1.25 |
|                           | 2 <sup>nd</sup> observation | 2          | 7.4%  | 25        | 92.5% | Nil           | -     | Nil       | -    | 1.92 |
|                           | 3 <sup>rd</sup> observation | Nil        | -     | 18        | 66.6% | 9             | 33.3% | Nil       | -    | 2.33 |

Table 4.23 shows the academic proficiencies, like reading, of Prospective teachers like reading. Resultant mean shows that in first session of observation 77.7% seldom, 18.5% often and only 3.7% of prospective teachers frequently re-read the words without need which showed that they were confused and they also had problem in the language. In second session 7.4% seldom and 92.5% of prospective teachers were often performing better while reading. They scored 1.25 mean in first session, 1.92 in second and 2.33 in third session of the observation. After the first and second sessions the improvement is noticeable in the final result.

**Table: 4.24: Spellings**

| Academic<br>proficiencies | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                           |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Spelling                  | 1 <sup>st</sup> observation | 5          | 18.5% | 22        | 81.4% | Nil           | -     | Nil       | -    | 1.81 |
|                           | 2 <sup>nd</sup> observation | 1          | 3.7%  | 20        | 74%   | 6             | 22.2% | Nil       | -    | 2.18 |
|                           | 3 <sup>rd</sup> observation | Nil        | -     | 19        | 70.3% | 8             | 29.6% | Nil       | -    | 2.29 |

Table 4.24 reveals the academic performance, like spellings, of the prospective teachers. In first session of the observation 18.5% seldom and 81.4% of prospective teachers often emphasized on spellings of difficult words. While mean scores of second session is 2.18 it shows that prospective teachers improved very little and had a great tendency for the improvement in grammatical perfection in the language proficiencies. The last resultant mean is 2.29, it shows that in the last session prospective teachers tried to overcome this deficiency and until the last session they improved a lot in this regard.

**Table: 4.25: Hand written instructions**

| Academic<br>proficiencies    | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |      | Always(4) |      | Mean |
|------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|------|-----------|------|------|
|                              |                             | Freq       | %age  | Freq      | %age  | Freq          | %age | Freq      | %age |      |
| Hand written<br>instructions | 1 <sup>st</sup> observation | 9          | 33.3% | 17        | 62.9% | 1             | 3.7% | Nil       | -    | 1.70 |
|                              | 2 <sup>nd</sup> observation | 2          | 7.4%  | 21        | 77.7% | 4             | 4.8% | Nil       | -    | 2.07 |
|                              | 3 <sup>rd</sup> observation | Nil        | -     | 18        | 66.6% | 9             | 3.3% | Nil       | -    | 2.33 |

Table 4.25 reveals the results related to the hand writing of the prospective teachers on white board. In first session of observation 33.3% of prospective teachers seldom used white board while staring lecture, 62.9% often, and Only 3.7% frequently used white board for teaching as an aid. In second session 7.4% seldom, 77.7% often, 14.8% frequently used white board for writing. In the last session the performance of prospective teachers was better while writing on board.



**Table: 4.26: Language skills / phonetics**

| Academic<br>proficiencies | s/ observation              | Seldom (1) |      | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---------------------------|-----------------------------|------------|------|-----------|-------|---------------|-------|-----------|------|------|
|                           |                             | Freq       | %age | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Language /<br>phonetics   | 1 <sup>st</sup> observation | 20         | 74%  | 7         | 25.9% | Nil           | -     | Nil       | -    | 1.25 |
|                           | 2 <sup>nd</sup> observation | 2          | 7.4% | 22        | 81.4% | 2             | 7.4%  | Nil       | -    | 1.92 |
|                           | 3 <sup>rd</sup> observation | Nil        | -    | 20        | 74%   | 6             | 22.2% | 1         | 3.7% | 2.14 |

The table 4.26 shows the skills of language skills/ phonetics of the prospective teachers. In first session of the observation 74% seldom and 25.9% often used language according to the nature of the subjects. The mean score in first session of all prospective teachers is 1.25, it shows that they faced lingual problem in the beginning of the teaching practice. In the beginning prospective teachers didn't have command on English language specially pronunciation but after the guidance of teacher educator and use of computer dictionary they improved a lot in the next sessions. In the second session of the observation 7.4% seldom, 81.4% often and 7.4% frequently used the proper language during teaching. Mean of the all session of the observations are 1.25 in first, 1.92 in second and 2.14 in final session.

## Professional communicational skills of prospective teachers

**Table: 4.27: Grammatical correction**

| Professional communication | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|----------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                            |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Grammatical correction     | 1 <sup>st</sup> observation | 10         | 37%   | 14        | 51.8% | 2             | 7.4%  | Nil       | -    | 1.62 |
|                            | 2 <sup>nd</sup> observation | 5          | 18.5% | 14        | 51.8% | 8             | 29.6% | Nil       | -    | 2.11 |
|                            | 3 <sup>rd</sup> observation | Nil        | -     | 15        | 55.5% | 11            | 40.7% | 1         | 3.7% | 2.48 |

The table 4.27 describes the correct use of grammar by the prospective teachers during teaching practice. In first session 37% seldom, 51.8% often, 7.4% frequently corrected the grammatical mistakes of students. The result shows that most of the prospective teachers faced problems in grammatical correction. In first session prospective teachers were not aware of the fact that they have to correct the students in all linguistic fields like grammar, and other communicational aspects. The teachers had a better approach towards the grammatical correction of the students in the second session. In final session 55.5% often, 40.7% frequently and 3.7% of prospective teachers always helped in grammatical correction of the students. The gradual increase in the mean of all sessions shows the gradual improvement in the prospective teachers regarding correction of grammatical mistakes.

**Table: 4.28: Proper written communication (instructions on board, comments on note books, handouts distributed during teaching practice)**

| Professional communication   | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                              |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Proper written communication | 1 <sup>st</sup> observation | 9          | 33.3% | 13        | 48.1% | 5             | 18.5% | Nil       | -    | 1.85 |
|                              | 2 <sup>nd</sup> observation | Nil        | -     | 20        | 74%   | 6             | 22.2% | 1         | 3.7% | 2.29 |
|                              | 3 <sup>rd</sup> observation | 1          | 3.7%  | 13        | 48.1% | 11            | 40.7% | 2         | 7.4% | 2.51 |

Table 4.28 depicts the picture of professional communication. In the first session 33.3% seldom, 48.1% often and 18.5% frequently communicated through written communication skills. As the mean score of first session is 1.85 that means prospective teachers faced problems in proper writing on board which created visual problems for students. Whereas prospective teachers scored, in second session of observation 74% often, 22.2% frequently and only 3.7% always communicated with proper written communication skills. When the scores of all observational sessions were compared, it became clear that the prospective teachers faced problems in proper use of writing skills in the beginning of teaching practice. But later, the prospective teachers overcame their problems with the guidance of the supervisor. The mean of final score is 1.85, 2.29 and 2.51 in the final session.

**Table: 4.29: Provide Motivation for class room activities**

| Professional communication        | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |       | Mean |
|-----------------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|-------|------|
|                                   |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age  |      |
| Provide Encouragement for student | 1 <sup>st</sup> observation | 3          | 11.1% | 19        | 70.3% | 5             | 18.5% | Nil       | -     | 2.07 |
|                                   | 2 <sup>nd</sup> observation | Nil        | -     | 17        | 62.9% | 10            | 37%   | Nil       | -     | 2.37 |
|                                   | 3 <sup>rd</sup> observation | Nil        | -     | 14        | 51.8% | 9             | 33.3% | 4         | 14.8% | 2.62 |

Table 4.29 reveals the professional communication skill of the prospective teachers. In first session of observation 11.1% seldom, 70.3% often, 18.5% frequently provide motivation to the students to participate in class room activities. In the final session prospective teachers 51.8% often, 33.3% frequently, 14.8% always motivated their students for participation. Mean score in first session is 2.07, 2.37 in second and 2.62 scored in final session. As the resultant means show that prospective teachers gradually improved their skills to encourage the students to participate in their class room activities.

**Table: 4.30: Professional courtesy**

| Professional communication | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|----------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                            |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Professional courtesy      | 1 <sup>st</sup> observation | 11         | 40.7% | 11        | 40.7% | 3             | 11.1% | 1         | 3.7% | 1.70 |
|                            | 2 <sup>nd</sup> observation | 2          | 7.40% | 14        | 51.8% | 11            | 40.7% | Nil       | -    | 2.33 |
|                            | 3 <sup>rd</sup> observation | Nil        | -     | 18        | 66.6% | 7             | 25.9% | 2         | 7.4% | 2.40 |

Table 4.30 shows the results related to the professional courtesy of the prospective teachers. The decrease of percentage with 40.7% seldom in first session to 7.40% seldom in second session shows the improvement of professional manners of prospective teachers during teaching practice. In first session 40.7%, 51.8% in second session and 66.6% often showed their professional courtesy in teaching. In first session mean score is 1.70 that shows their lack of interest in the teaching practice, at the beginning prospective teachers showed poor performance instead of improvement. Mean score in second and third session are 2.33 and 2.40 that shows gradual and slow improvement of prospective teachers regarding communication skills especially where they have to show professional attitude towards the students to guide them and make their teaching effective.

**Table: 4.31: Professional ethics/ professionalism**

| Professional communication              | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|---|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|   |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Professional ethics/<br>professionalism | 1 <sup>st</sup> observation | 5          | 18.5% | 18        | 66.6% | 4             | 14.8% | Nil       | -    | 1.96 |
|   | 2 <sup>nd</sup> observation | 3          | 11.1% | 15        | 55.5% | 9             | 33.3% | Nil       | -    | 2.22 |
|   | 3 <sup>rd</sup> observation | Nil        | -     | 16        | 59.2% | 11            | 40.7% | 1         | 3.7% | 2.55 |

Table 4.31 shows the professional communication skill of the prospective teachers. In first session 18.5% seldom, 66.6% often and 14.8% frequently developed the professional attitude. In second session Prospective teachers faced problems about professional approach in class room management. In the beginning of the teaching practice prospective teachers looked helpless but the teacher educators' timely assistance rescued them from the situation and they gradually improved a bit. Prospective teachers improved in most of their skills. The mean score in all sessions are 1.96 in first, 2.22 in second and 2.55 in the last session of the observation. Resultant mean shows the slow improvement in their professionalism during classroom teaching.

**Table: 4.32: Psychological communication**

| Professional communication  | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|-----------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                             |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Psychological communication | 1 <sup>st</sup> observation | 6          | 22.2% | 17        | 62.9% | 4             | 14.8% | Nil       | -    | 1.92 |
|                             | 2 <sup>nd</sup> observation | Nil        | -     | 22        | 81.4% | 5             | 18.5% | Nil       | -    | 2.18 |
|                             | 3 <sup>rd</sup> observation | Nil        | -     | 19        | 70.3% | 7             | 25.9% | 1         | 3.7% | 2.33 |

Table 4.32 reveals that prospective teachers in first session 22.2% seldom, 62.9% often, 14.8% frequently used some psychological methods of communication to adopt the friendly attitude towards the students. Prospective teachers improved their skills slowly and in the last session 70.3% often, 25.9% frequently and 3.7% always used some psychological methods of communication with students. Result shows that they were much better teachers with much better ways of psychological communications in the last session.

## Means of Participation in discussion

**Table: 4.33: Encourage for participation**

| Participation in Discussion | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|-----------------------------|-----------------------------|------------|-------|-----------|-------|---------------|-------|-----------|------|------|
|                             |                             | Freq       | %age  | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Encourage for participation | 1 <sup>st</sup> observation | 6          | 22.2% | 12        | 44.4% | 8             | 29.6% | 1         | 3.7% | 2.14 |
|                             | 2 <sup>nd</sup> observation | 2          | 7.4%  | 17        | 62.9% | 6             | 22.2% | 2         | 7.4% | 2.29 |
|                             | 3 <sup>rd</sup> observation | Nil        | -     | 16        | 59.2% | 10            | 37%   | 1         | 3.7% | 2.44 |

Table 4.33 shows the results about the encouragement of students for class room participation in discussion. In first session of observation 22.2% seldom, 44.4% often, 29.6% frequently and only 3.7% always of prospective teachers encouraged the students to participate in class room discussion. In second session of observation 7.4% seldom, 62.9% often, 22.25 frequently and 7.4% students participated during discussion. The result in final session shows the improvement whereas 37% of prospective teachers frequently encouraged the students for participation.



**Table: 4.34: Encouragement for Mutual Corporation**

| Participation<br>in Discussion         | s/ observation              | Seldom (1) |      | Often (2) |       | Frequently(3) |       | Always(4) |      | Mean |
|--|-----------------------------|------------|------|-----------|-------|---------------|-------|-----------|------|------|
|  |                             | Freq       | %age | Freq      | %age  | Freq          | %age  | Freq      | %age |      |
| Encourage<br>for mutual<br>corporation | 1 <sup>st</sup> observation | 2          | 7.4% | 21        | 77.7% | 4             | 14.8% | Nil       |      | 2.07 |
|  | 2 <sup>nd</sup> observation | Nil        |      | 18        | 66.6% | 9             | 33.3% | Nil       |      | 2.33 |
|  | 3 <sup>rd</sup> observation | Nil        |      | 10        | 37%   | 15            | 55.5% | 2         | 7.4% | 2.70 |

Table 4.34 describes the result about the encouragement of students for Mutual Co-operation in class room. In the first session 7.4% prospective teachers seldom encouraged the students, 77.7% often, 14.8% frequently encouraged the students for Mutual Co-operation in class. In the final session 37% often, 55.5% frequently and 7.4% always encouraged the students for Joint Co-operation. This skill showed great variations in the results as total mean in all session is 2.07 in first, 2.33 in second and 2.70 in the final session. The analyses shows that the prospective teachers encouraged the mutual cooperation between the students during teaching practice specifically in third session of observation it was noted to become more powerful and effective.

**Table: 4.35: Encouragement for discussion around the objectivity**

| Participation<br>in Discussion   | s/ observation              | Seldom (1) |       | Often (2) |       | Frequently(3) |      | Always(4) |       | Mean |
|--|-----------------------------|------------|-------|-----------|-------|---------------|------|-----------|-------|------|
|  |                             | Freq       | %age  | Freq      | %age  | Freq          | %age | Freq      | %age  |      |
| <b>Encourage<br/>for<br/>discussion<br/>around the<br/>objectivity</b> | 1 <sup>st</sup> observation | 10         | 37%   | 16        | 59.2% | 1             | 3.7% | Nil       | -     | 1.66 |
|  | 2 <sup>nd</sup> observation | 3          | 11.1% | 14        | 51.8% | 10            | 37%  | Nil       | -     | 2.25 |
|  | 3 <sup>rd</sup> observation | Nil        | -     | 14        | 51.8% | 10            | 37%  | 3         | 11.1% | 2.59 |

Table 4.35 shows the command of the prospective teachers on the methods of class room discussion around the objectivity during teaching. Result shows that 59.2% in first session, 51.8% in second and third session of observation, prospective teachers often encouraged the students to participate according to the objectives of the contents. Whereas 3.7% in first session and 37% in second and third session of observation, prospective teachers encouraged frequently to the students for discussion around the objectivity. In the first session of observation they were not very commanding and encouraging according to the objectives of the contents. Mean score shows a lot of improvement in their progress from the first to final sessions of teaching practice.

### Section III

#### **Evaluation of the assessment Performa used by teacher educators and Co-operative teachers:**

The researcher analyzed the evaluation Performa/ evaluation sheet for the observation of the communication skills (either included or not). The evaluation Performa/ evaluation sheet which were used by the teacher educators during presentation of model lesson and teaching practice of prospective teachers, was divided into three categories.

1. Planning and practice
2. Contents and methods
3. Professionalism

These points helps prospective teacher to plan and practice her teaching in the light of communication method acceptable or understandable for learner.

These categories were used with five point rating scales, as given in the original evaluation sheet.

| Rating | Description          | Scale  |
|--------|----------------------|--------|
| 5      | Outstanding          | 81-100 |
| 4      | Very Good            | 61-80  |
| 3      | Minimally Acceptable | 40-60  |
| 2      | Fail and repeat      | 21-39  |
| 1      | Fail                 | 0-20   |

## **CHAPTER 5**

# **SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS**

### **5.1 SUMMARY**

This was an observational research in nature. The main aim of the study was to investigate the effectiveness of teaching practice in the development of communication skills of the prospective teachers and to investigate the role of teacher educators and cooperative teachers in the development of the communication skills of prospective teachers during teaching practice. In order to achieve the objectives of the study direct observation method was used. The study was delimited to the Department of Education at International Islamic University Islamabad. Universal sampling technique was applied and 100% population was taken as a sample. The researcher personally observed the teaching practice. Researcher used self-made observation sheets based on rating scale (seldom, often, frequently and always) to collect the data. Data was collected in three session of observation. Percentage and mean scores were used for the analysis and interpretation of the data.

## **5.2 Findings regarding the performance of the Teacher Educators**

### **and Co-Operative Teacher's (Table 4.1)**

1. The calculated mean score 2.77 showed that teacher educators used different sources to enhance the verbal communication skills of prospective teachers.
2. The mean value 2.85 showed that they monitored the non-verbal skills and guided the prospective teachers properly.
3. The resultant mean score 2.74 proved that they instructed the prospective teachers for the proper usage of instructional material.
4. 2.77 mean score indicated that they checked the academic proficiencies and guided prospective teachers by providing some rules for improvement.
5. 3.14 mean score showed the great and effective improvement of teacher educators regarding professional attitude of prospective teachers in class.
6. 3.11 mean value proved that they guided prospective teachers about usage of the correct procedure of supervised- class room discussion.
7. 3.14 mean score showed the great involvement of teacher educators for the provision of positive feedback at the spot.
8. The calculated mean 2.59 showed that teacher educators monitored the prospective teachers' performance and their participation in teaching learning process. (Table 4.35)

### **5.2.1 Findings (Regarding the performance of prospective teachers)**

The following findings were drawn from the analysis and interpretation of the data.

1. The calculated mean value of prospective teachers in the observation of first session (1.77), in second session (2.29) and in third session (2.92) showed that the prospective teachers' skill of "greeting the students warmly" improved very much. (Table no: 4.2)
2. The prospective teachers' verbal skills with the mean value in first (2.03), second (2.40) and third session (2.62) of the observation showed that they used loud and clear voice during teaching. Mean showed the gradual but slow improvement in their performance during teaching practice. (Table no: 4.3)
3. The calculated mean value of voice volume of prospective teachers in the observation of first session (1.81), second (2.11) and final session (2.5) showed that they always used adequate/ satisfactory volume during lecture. Results showed a definite improvement in the verbal skills of the prospective teachers. (Table no: 4.4)
4. The calculated mean value of observations of "good pronunciation skill" of prospective teachers was (1.88), (2.66) and (2.37) for first, second and third session respectively. It showed that they did not correctly pronounce the terminology. (Table no: 4.5)
5. The observation of prospective teacher's performance during the lecture in first session (2.03), in second (2.33) and in the final session (2.55) proved that they

talked with normal speed according to the understanding level of students. . The mean scores showed that they need much improvement in this regard. (Table no: 4.6)

6. The calculated mean value of prospective teachers in the observation of first (1.62), second (2.40) and in the final session (2.22) showed that they did not have the pleasant pitch and tone of verbal communication skills during class room teaching. (Table no: 4.7)
7. The calculated mean scores of the observation of the command on vocabulary of the related teaching language of prospective teachers showed their performance in first session (2.00), second (2.40) and third session (2.40). The result showed that maximum teachers relied on their pervious vocabulary and did not make any special efforts to improve this essential teaching quality. (Table no: 4.8)
8. Regarding the reading skills of the prospective teachers, the calculated mean scores of observation in first (2.11), second (2.37) and in last session (2.59) showed that prospective teachers enhanced their reading power up to the satisfactory level during teaching practice. Results showed the little bit improvement in reading power of the prospective teachers. (Table no: 4.9)
9. The overall performance of the prospective teachers in the non- verbal communication skills with the mean value of the observation in first (1.85), second (2.07) and third session (2.44) showed that at the beginning most of the prospective teachers were not very active in the class room due to certain reasons. But after the guidance from the teacher educators they became more active in the further sessions. (Table 4.10)

10. Mean value of prospective teachers in the observation of first (2.14), second (2.44) and third session (2.74) showed that they improved their writing style during the practice session and always used proper size of the words while writing on the white board. (Table 4.11)
11. The calculated mean value of the observation of prospective teachers in first (1.81), second (2.40) and third session (2.55) showed that prospective teachers were bit shy and faced class with less confidence whereas their teaching practice enabled them to improve their teaching confidence up to the satisfactory level in the last session. (Table 4.12)
12. The calculated mean value of the observation of prospective teachers in first (1.62), second (2.25) and third session (2.44) revealed that they always presented best facial gestures to the class to capture the attention of the students and to create interest in the topic. (Table 4.13)
13. The calculated mean value of the observation of prospective teachers in first session (1.81), in second (2.29) and in final session (2.07) revealed that prospective teachers did not make proper movement in the class room for better control and discipline in the beginning session of the teaching practice. In spite of the guidance of teacher educators, they could not maintain the quality in their performance. (Table 4.14)
14. The calculated mean value of the observation of prospective teachers in first (1.77), second (2.48) and third session (2.66) showed that they frequently used the proper and appropriate teaching/instructional materials. (Table 4.15)



15. The calculated mean value of the observation of the prospective teachers showed that they used the readable instructional material with the mean scores of first (1.92), second (2.48) and third sessions (2.66). (Table 4.16)
16. The calculated mean value of the observation of prospective teachers in first (1.96), second (2.37) and third session (2.33) showed that they did not use proper standing posture during and after the writing on white board as required. (Table 4.17)
17. The calculated mean value of the observation of prospective teachers in first (1.74), second (2.18) and third session (2.37) proved that at the beginning inappropriate/ badly chosen instructional material in lecture was the main weak point of prospective teachers. Preparation of instructional material was not according to the topic. The resultant means showed that after the first session of observation prospective teachers gradually improved their skills for preparing the materials. (Table 4.18)
18. The calculated mean value of the observation of prospective teachers in first (1.88), second (2.07) and third session (2.40) showed that audio visual aids were properly used during the teaching practice session in schools. (Table 4.19)
19. Prospective teachers always explained the abbreviations and gradually they enhanced their abbreviation concepts through communication skills and explained in detail quite effectively. The mean value of the observation of the prospective teachers in first (1.59), second (2.07) and third session (2.44) showed the improvement. (Table 4.20)

20. The calculated mean value of observations of the prospective teachers in first (1.85), second (2.37) and third session (2.51) revealed that they always took care of the brightness and contrast of visual aids with labeling of aids while using them in class room. Prospective teachers' gradually improved their skill. (Table 4.21)
21. Mean value of the observation of prospective teachers in first (2.14), second (2.33) and third session (2.48) showed that they always used some sort of models as A.v.aids (especially in teaching of science and social studies). Resultant mean showed that there was improvement in the use of proper models to explain different topics by the prospective teachers. (Table 4.22)
22. The reading skills of the prospective teachers in the first (1.25), second (1.92) and third (2.33) session of the observation showed that they repeated the words without need which showed that they were confused and they also had problem in the language in the beginning. Prospective teachers performed better while reading in further sessions. (Table 4.23)
23. Prospective teachers often emphasized on spellings of difficult words during the teaching practice. While mean scores of observation in first (1.81), second (2.18) and third (2.29) session revealed that prospective teachers had a great tendency for the improvement in grammatical perfection in the language proficiencies. Results showed that prospective teachers tried to overcome this deficiency until the last session in this regard. (Table 4.24)
24. The calculated mean value of the observation of the prospective teachers in the first (1.70), second (2.07) and third session (2.33) showed that they used white board while starting lecture. (Table 4.25)

25. The calculated mean value of the prospective teachers of the observation in first (1.25), second (1.92) and third (2.14) observation showed that they used language according to the nature of the subjects. Prospective teachers used the proper language during teaching practice. (Table 4.26)
26. The calculated mean value related to the grammatical correction of the prospective teachers in the first (1.62), second (2.11) and third (2.48) observational session showed that prospective teachers had a better approach towards the grammatical correction of the students in the middle session. Prospective teachers always helped in grammatical correction of the students in the teaching practice. (Table 4.27)
27. The calculated mean value of the prospective teachers of the observation in the first (1.85), second (2.29) and third session (2.51) showed that they frequently communicated through written communication skills. (Table 4.28)
28. The mean value related to the professional communication skills of the prospective teachers of the observational sessions was first (2.07), second (2.37) and third (2.62). It showed that they gradually improved in most of their skills to encourage the students to participate in their class room activities. (Table 4.29)
29. The calculated mean value about the professional courtesy of the prospective teachers in the first (1.70), second (2.33) and third (2.40) observational sessions showed the gradual and slow improvement of prospective teachers regarding communication skills, especially where they had to show professional attitude towards the students to guide them and make their teaching effective. (Table 4.30)

30. The calculated mean value about professional approach of the prospective teachers in the first (1.96), second (2.22) and third (2.55) observational sessions showed that in the beginning they faced problems about professional approach in class room management. Whereas with the help of teacher educator they improved a lot and developed the professional attitude efficiently in further sessions. (Table 4.31)
31. Regarding the psychological communication of the prospective teachers, the mean score in the first (1.92), second (2.18) and third sessions (2.33) of the observation proved that they frequently used some psychological methods of communication to adopt the friendly attitude towards the students. (Table 4.32)
32. The calculated mean value of the prospective teacher's motivation techniques, in the first (2.14), second (2.29) and third (2.44) observational sessions showed that they encouraged the students to participate in class room discussion. (Table 4.33)
33. The calculated mean value showed that the prospective teachers encouraged the mutual cooperation between the students during teaching practice specifically in first (2.07), second (2.33) and third (2.70) sessions of observation. It was noted to be more powerful and effective. (Table 4.34)
34. Regarding the command/skills of the prospective teachers on the methods of class room discussion around the objectivity during teaching, the mean score in first (1.66), second (2.25) and in third session (2.59) revealed that they encouraged the students to participate according to the objectives of the contents. (Table 4.35)

### **5.2.2 Findings regarding the Assessment Performa used by Teacher Educators and Co-Operative Teacher's**

After analysis of the assessment Performa, researcher found 7 out of 20 statements of checklist were used for the checking of communication skills of the prospective teachers.

### **5.3 Conclusions**

On the basis of findings, the following conclusions were drawn about the performance of teacher educators and co-operative teachers:

1. It was concluded that teacher educators always provided at the spot positive feedback. They also helped the prospective teachers in improving the techniques of teaching and acquiring the regarding professional attitude during different levels of their teaching practice.
2. Maximum teacher educators helped the prospective teachers in using the correct procedure of supervised- class room discussion during teaching practice. Teacher educators used all the skills to guide prospective teachers at different levels for example they kept themselves involved in the day today and time to time guidance for improving their teaching methodology.
3. Teacher educators properly monitored the non-verbal skills and guided the prospective teachers for improving their teaching methodology.
4. It was concluded that role of teacher educators was satisfactory while recording the results for the instructions given to the prospective teachers before starting the

lesson in the class. On the other hand their role was best for giving the response to the prospective teachers, where they gave instructions at the different levels and used different sources to enhance the verbal communication skills of prospective teachers and they checked the academic proficiencies and guided prospective teachers with some rules for improvement.

5. Teacher educators gave proper instructions about the usage of different instructional material at different levels during teaching practice.
6. Teacher educators monitored prospective teachers' performance and participation in the teaching learning process to provide them guidance. The teacher educators also strengthened the prospective teachers' learning by using the communicational techniques.

**On the basis of findings, the following conclusions were drawn about the performance of prospective teachers:**

7. Regarding the overall performance of the prospective teachers in the verbal communicational skills, it was concluded that prospective teacher's skill of "greeting the students warmly" was very much improved during the teaching practice; they used loud and clear voice during teaching. They always used adequate/ satisfactory volume during lecture. They did not correctly pronounce the terminology.
8. It was concluded that prospective teachers talked with normal speed according to the understanding level of students. They did not have the pleasant pitch and tone

of verbal communication skills during class room teaching. Maximum teachers relied on their pervious vocabulary and did not make any special efforts to improve this essential teaching quality. Prospective teachers enhanced their reading power up to the satisfactory level during teaching practice. Results showed the little bit improvement in reading power of the prospective teachers.

9. Regarding the overall performance of the prospective teachers in the non- verbal communicational skills, it was concluded that prospective teachers were not very active in the class room, but after the guidance from the teacher educators they became more active in the further sessions. They improved their writing style during the practice session and always used proper size of the words while writing on the white board. Prospective teachers were bit shy and faced class with less confidence whereas their teaching practice enabled them to improve their teaching confidence up to the satisfactory level in teaching practice.
10. It was concluded that the prospective teachers always presented best facial gestures to the class to capture the attention of the students and to create interest in the topic. Prospective teachers did not make proper movement in the class room for better control and discipline.
11. Regarding the usage of appropriate instructional material, it was concluded that prospective teachers frequently used the proper and appropriate teaching/instructional materials. They used the readable instructional material. They did not use proper standing posture during and after the writing on white board as required.

12. It was concluded that the, at the beginning inappropriate instructional material in lecture was the main weak point of prospective teachers. Preparation of instructional material was not according to the topic. Audio visual aids were properly used during the teaching practice session in schools. Prospective teachers always explained the abbreviations and gradually they enhanced their abbreviation concepts through communication skills and explained in detail quite effectively. They always took care of the brightness and contrast of visual aids with labeling of aids while using them in class room. Prospective teachers always used some sort of models as A.v.aids (especially in teaching of science and social studies).
13. Regarding the academic proficiencies of prospective teachers, it was concluded that they repeated the words without need which showed that they were confused and they also had problem in the language in the beginning. Prospective teachers often emphasized on spellings of difficult words during the teaching practice. Prospective teachers had a great tendency for the improvement in grammatical perfection in the language proficiencies. They used white board while starting lecture. They used language according to the nature of the subjects. Prospective teachers used the proper language during teaching practice.
14. Regarding the professional communication of prospective teachers it was concluded that prospective teachers had a better approach towards the grammatical correction of the students and they always helped in grammatical correction of the students in the teaching practice. They frequently communicated



through written communication skills. They gradually improved in most of their skills to encourage the students to participate in their class room activities.

15. Regarding the professional courtesy, it was concluded that prospective teachers had to show professional attitude towards the students to guide them and make their teaching effective. They faced problems about professional approach in class room management. Whereas with the help of teacher educator they improved a lot and developed the professional attitude efficiently.
16. Regarding the psychological communication of the prospective teachers, it was concluded that they frequently used some psychological methods of communication to adopt the friendly attitude towards the students.
17. Regarding the command/skills of the prospective teachers on the methods of class room discussion it was concluded that they encouraged the students to participate in class room discussion. Prospective teachers encouraged the mutual cooperation between the students during teaching practice and they encouraged the students to participate according to the objectives of the contents.

## **5.4 Discussion**

The researcher tried to find out the role of teacher educators during teaching practice in the development of the communication skills of prospective teacher through observation method of research. The purpose of the research was to examine the existence and improvement of communication skills of prospective teachers, to

investigate the effectiveness of teaching practice in the development of communication skills of the prospective teachers and also the observation of role of teacher educators and cooperative teachers in the development of communication skills during teaching practice. The researcher found that improvement in the professional courtesy and professionalism of prospective teachers was gradual and slow in their teaching practice. As the study consisted of three sessions of observations so researcher found that they learned these basic communication skills after practice and with the help of teacher educators they improved a lot and developed the professional attitude, efficiently. The results of present study are similar as Saunders and Mills (1999) research that was about "The knowledge of communication skills of secondary graduate student teachers and their understanding of the relationship between communication skills and teaching". In which they proved that prospective teachers perceived them as a better teacher with communication skills, and they also clarified their image by communicating with the variety of the students. Prospective teacher compared their theoretical and practical demonstrations in their teaching practice and how much it was beneficial for the development of teaching skills.

The observations of the present study showed that some of the prospective teachers frequently used some psychological methods of communication to adopt the friendly attitude towards the students; this communication skill helped the prospective teacher in better interaction with the students. Vicki and Lynette (2003) research proved that the trainee teachers always tried to adopt the communication skills which were approved by the management. The result of this research showed that the

facilitated communicative interactions between the teachers and the students were more helpful in learning.

Researcher found in the present study that in the beginning, the prospective teachers faced problems in adopting professional approach for class room management, but with the help of teacher educator they improved a lot and developed the professional attitude in further sessions. It was also found that this skill was difficult to adopt so most of the prospective teachers did not take it seriously and they seemed to be bit unprofessional in their behavior and it looked that they just wanted to complete the task as a compulsion rather than an interest. The same was noticed by Murtaza (2005) in his study “Comparative study of the teaching practice informal and non-formal system and development of model”. This research revealed that in formal and non-formal education system of Pakistan the least priorities are given to the teaching practice. Mostly teachers were of the view that efficient teaching practice needed proper management, adoption of communication skills, application of the instructional technology and supervision by teacher educators. The researcher revealed that most of the respondents criticized the present mode of teaching practice, where prospective teachers just wanted to get the teaching experience certificate from any institution, rather than to focus on improving their communication skills regarding professional abilities.

It was found in the present study that written or verbal instructions given to the prospective teachers before sending them to the related schools did not support them for proper verbal communications. This proved to be difficult for the prospective teacher. So many of them faced problems while using their verbal skills

like proper pronunciations, use of grammar, or the reading power. Whereas in non verbal communication skills they were unaware of basics like proper standing or walking posture during lesson, or adopting appropriate pitch and tone during the teaching process . Same were the findings discussed by Zia Ullah, Farooq and Memon (2008). The results showed that the verbal and non- verbal skills were not properly utilized by the prospective teachers. The researchers observed that the skills related to task orientations in the classroom were developed in pre-service teachers to a realistic level. Most of the effective instructional materials of skills were not clearly developed for effective teaching.

It was found that the teacher educators of the focused university monitored the verbal and non verbal skills of the prospective teachers and guided them accordingly. They checked their academic proficiencies and guided them for improvement. It was also found by the researcher of the present study that teacher educators guided prospective teachers about usage of the correct procedure to supervise the classroom discussion. The teacher educators provided the positive feedback to the prospective teachers and the result of this feedback could be seen in the last session of observation. Although the researcher is satisfied with the role of teacher educators in teaching practice but Gujjar, Naoreen, Saifi, Bajwa (2010) do not seems to be agreed with the researcher. This research revealed that instructions manual of rules were not provided to the prospective teacher before starting the teaching practice. Teacher educator did not specify the weaknesses in the lesson preparation and did not evaluate the teaching of prospective teachers daily. Before the starting of the teaching practice, introductory lecture was not given to them, to make them safe from any confusion

regarding teaching practice, guidebook and assessment process. At the spot feedback was not given to the prospective teacher that's why they could not get confidence, capability and vision through teaching practice. The study revealed that supervisor played an uncommon role during teaching practice. Provision of guidance was very rare by the supervisors. Supervisors' performance was very low due to the congested work of university and adequate facilities were not provided to them during the teaching practice.

## **5.5 Recommendations**

On the basis of findings and conclusions of the prospective teachers and teacher educators and cooperative teachers it is recommended that:

1. The teacher educators may guide the prospective teachers for the proper non-verbal gestures such as "greeting the students warmly, using the loud and clear voice during teaching and adopting the proper postures of standing and facing the class confidently etc".
2. With the help of teacher educators prospective teachers can follow the instructions about teaching and prepare a proper outline for the teaching in the form of lesson planning. By this they can be more appropriate and confident in verbal communication skills such as the adequate volume, good pronunciations, pleasant pitch and tone and good vocabulary etc.
3. Teacher educators may train the prospective teachers to use the appropriate teaching and instructional materials frequently and properly during teaching in class.

4. The teacher educators may guide the prospective teachers to prepare the needed A.v.aids with proper labeling and in appropriate colors contrast.
5. The teacher educators may guide prospective teachers to adopt professional attitude for better teaching and control in the class.
6. In the pre-training session of the prospective teachers, teacher educators may include some psychological methods of communications which may prove helpful for prospective teachers to adopt friendly attitude with their students.
7. The prospective teachers may encourage the students to participate in class discussion according to the objectives of the contents.
8. The teacher educators may act like a role model for prospective teachers in class room teaching.
9. The teacher educators may give the up-dated and at the spot written positive feedback to the prospective teachers to enhance their teaching.
10. The Performa/ evaluation sheet provided to teacher educators may include special instructions for development of communication skills and it should be taught and judged on a proper scale.

## **5.6 RECOMMENDATIONS FOR FUTURE RESEARCHERS**

There are the following recommendations for the researchers who want to do research in the area of teaching practice and development of communication skills:

1. The research may be carried out to investigate the evaluation process used by teacher educators of other universities.
2. This study was delimited to the students of Master in Education at International Islamic University Islamabad so different students from other programs may also be investigated as well.
3. This sample of the study was only female students so research may carried out including the male students, a gender wise comparison may be made.

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## ANNEXURE I

|  |
|--|
| <b>The Role of Teacher Educators during Teaching Practice in the<br/>Development of the Communication Skills</b> |
|--|

### Observation of Prospective Teacher's Performance

Name of Student: \_\_\_\_\_ Date of Observation: \_\_\_\_\_  
 Starting time: \_\_\_\_\_ Ending time: Subject: \_\_\_\_\_  
 Lesson Topic: \_\_\_\_\_ Name of school: \_\_\_\_\_  
Mentor Teacher Signature: \_\_\_\_\_

| <u>Verbal Communication</u>                           | Seldom                     | Often                      | Frequently                 | Always                     |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Greeted the students warmly.                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 2. Used a voice loud and clear enough to hear easily. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 3. Speaks at an adequate volume                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 4. Pronounce words clearly                            | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 5. Speaks at an appropriate speed                     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 6. Varies voice pitch and tone                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 7. Inadequate sight vocabulary                        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 8. Good reading power                                 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

| <u>Non- Verbal Communication</u>                     | Seldom                     | Often                      | Frequently                 | Always                     |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 9. feel shame, hyperactivity                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 10. Size of handwriting varies greatly               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 11. Faces class while speaking                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 12. Exhibits facial gestures or expressions (smiles) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 13. Movement in class                                | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

| <b>Usage of appropriate A.V.Aids</b>   | <b>Seldom</b>              | <b>Often</b>               | <b>Frequently</b>          | <b>Always</b>              |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| 14. Usage of audio visual aids.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 15. Made sure materials could be read easily from where student are sitting.     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 16. Did not block the screen or white board.                                     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 17. Talked to the students rather than to the screen or white board.             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 18. Preparation of aids  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 19. They are properly used.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 20. Explains abbreviations   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 21. Visuals are presented at an appropriate level of brightness and contrast     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 22. Diagrams, charts and maps are labeled clearly                                | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 23. Students are allowed to view images for an appropriate amount of time        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 24. Clearly explains the purpose of videos, films or other similar Presentations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

| <b>Academic proficiencies</b> | <b>Seldom</b>              | <b>Often</b>               | <b>Frequently</b>          | <b>Always</b>              |
|-------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 25. Reading                   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 26. Spelling                  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 27. Handwriting               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 28. Language / Phonics        | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

| <b><u>Professional communication</u></b>                                      | <b>Seldom</b>              | <b>Often</b>               | <b>Frequently</b>          | <b>Always</b>              |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 29. Uses correct oral and written grammar.                                    | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 30. Uses appropriate and accurate written communication with students, staff. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 31. Provides genuine encouragement for all students.                          | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 32. Displays professional courtesy.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 33. Exhibits respect for students, parents, staff, and community members.     | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 34. Communicates on students' level of understanding.                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

| <b><u>Discussions</u></b>                           | <b>Seldom</b>              | <b>Often</b>               | <b>Frequently</b>          | <b>Always</b>              |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 35. Encourages all students to participate          | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 36. Encourages students to respond to each other    | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 37. Encourage for discussion around the objectivity | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |



## ANNEXURE II

### The Role of Teacher Educators during Teaching Practice in the Development of the Communication Skills

#### Observation of Teacher Educators/ cooperative teachers

##### Performance

Name of Institution: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Starting time: \_\_\_\_\_ Ending time: Subject: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_ Total Time of Lesson: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

| <u>Evaluation and feedback</u>  | <u>Seldom</u>              | <u>Often</u>               | <u>Frequently</u>          | <u>Always</u>              |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Use sources to enhance the verbal communication skills                               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 2. Monitor the non-verbal skills and guide her properly                                 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 3. Instructed the student for proper use of instructional material                      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 4. Check the academic proficiencies and guided her with some rules for improvement      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 5. Guided her in acquiring professional attitude in class                               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 6. Guided her about the correct procedure of supervised- class room discussion          | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 7. Provided on the spot positive feedback   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| 8. Monitor student teacher's performance and participation in teaching learning process | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

Source used for developing observational sheets for teacher educators/cooperative and prospective teachers.

(University of Pittsburgh/ Center for Instructional Development & Distance Education)

