

APPENDIX O

AN ESSAY DEVELOPED FROM FREE RESPONSE EVALUATION PROFORMA OF THREE EXPERIMENTAL GROUPS

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Student teachers in all the three experimental groups (E_1 , E_2 and E_3) having three different treatments namely, discussion feedback, oral feedback and written feedback respectively, were asked to give responses to twenty six stimulus words or statements related to the different aspects of the experiment. Reactions of the student teachers of three groups are reported in the following paragraphs.

Microteaching as a Training Technique - Group E_1 reports that microteaching is a good training technique. It is effective and economical too. Group E_2 further says that microteaching is a training technique for developing technical skills and thus making teaching effective. Group E_3 has also same opinion that microteaching is a good programme of developing technical skills of teaching. Thus from the reactions of three groups, it is evident that microteaching is an effective and economical training technique of providing training in the technical skills of teaching.

Component Skill Approach - Group E_1 reports that component skill approach is an easy and efficient way of developing teaching skills. Group E_2 believes that it helps to concentrate on one skill at a time through feedback and reteach process. Group E_3 further adds that it is a good method of developing and mastery over teaching skills. Thus three groups agree that component skill approach seems to be easy way of developing teaching skills. It helps to concentrate on one skill at a time and is coupled with practice in the light of immediate feedback.

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Stimulus variation in classroom - Group E₁ says that this skill brings variety in the classroom and motivates children. One student teacher says variety is more tangible with movement of the body, Group E₂ reports that it makes things clear and interesting and makes teaching more effective. Group E₃ says that it brings variety, motivates pupils, makes pupils attentive and makes teacher and pupil alert and active. Therefore, three groups believe that stimulus variation as a skill of teaching, is helpful for the teacher to make teaching more lively and interesting.

Nonverbal Behaviour in Classroom - Group E₁ says nonverbal behaviour helps for explaining certain concepts, maintaining discipline and bringing variety but it is more effective with verbal behaviour. Group E₂ reports that nonverbal behaviour brings variety, gets students attention and helps to explain things through gestures. Group E₃ says that it helps to communicate ideas clearly and to get pupils attention. Silence is meaningful in nonverbal communication. Thus three groups agree that nonverbal behaviour helps the teacher to make certain ideas and concepts clear, to motivate pupils, to get their attention, to bring variety in the lesson. But nonverbal behaviour is more effective when its meaning is interpreted with verbal behaviour.

Body Movement in Classroom - Group E₁ says that body movement in the classroom helps the teacher to control, to get attention, to make pupils alert, to encourage and expects ideas. This skill makes teacher's behaviour more effective. Group E₂ reports that it helps to make discipline, to make pupils active and alert and to make pupils attentive. One student teacher says that too much body movement looks odd and

seems to be the expression of nervousness. Group E_3 differs slightly in its observation. It reports that body movement is helpful for paying individual attention, making discipline, drawing pupils' attention, checking, keeping pupils alert and attentive. But excess of movement is bad and relevant movements seem to be more appealing and effective.

Gestures during Teaching - Group E_1 reports that gestures in teaching, keep class control and discipline, concepts are clarified, lesson becomes impressive and effective when gesturisation dominates too much than it distracts thinking link. Group E_2 says that lesson becomes interesting, clear, impressive and effective and certain concepts are easily explained. Group E_3 says that it creates interest, makes teaching more natural and expressive and relevant gestures make teaching very effective. There is agreement among the groups that gestures in classroom teaching make lesson interesting, concepts are made clear and too much gesturisation may be avoided. Besides relevant gestures may be emphasised.

Shifting Sensory Channels - Group E_1 feels that shifting sensory channels i.e. changing the classroom activities, makes general atmosphere pleasing and motivating,

makes teacher and pupils active and conveys ideas more effectively. Group E_2 further reports that shifting of sensory channels may have more variety among the channels with sufficient duration instead of shifting the channels only. Group E_3 adds that it helps in maintaining class control and making teacher and pupil more active. There seems to be an agreement that shifting sensory channels as a teaching skill, creates good classroom climate, involves students to the *maximum* and helps in communicating ideas in a variety of ways. But duration of shifts and variety among channels may be properly maintained.

Feedback System - Group E_1 , believes that feedback system is very effective for the development of teaching skills as it focuses the attention on good and weak points of a skill. Moreover, it is immediate. Group E_2 further says that it is very good at the initial stages of training because it helps to bring weak and strong points into the notice of a trainee. Group E_3 adds that immediate reteach is effective. Besides discussion feedback is than oral and written feedback. Three groups agree that feedback system in microteaching context, is very effective because it is pinpointed and immediate. It brings strong and weak points to trainee's notice for improvement.

Techniques of Feedback - Group E_1 says discussion as a technique of providing feedback seems to be the best. But sometimes peer supervisors cannot help. They require expertise. In group E_2 , except two student teachers who were in favour of written feedback, all others had favour for discussion feedback. Group E_3 further says that discussion makes certain concepts more clear but peer supervisors may be properly and well trained. There is strong agreement among three groups in favour for discussion as a technique of providing feedback. But peer supervisors may be made clear on all issues of it.

Peer Supervisors - Group E_1 reports that the peer supervisors are the best sometimes, they give better feedback but require proper training. Group E_2 further says that the peer supervisors can discuss points with classfellows, freely and frankly and are more satisfying and expressive but need training and experience. Sometimes, the peer supervisors need activation from the college supervisor. Group E_3 adds that if the peer supervisors are trained they can give better feedback. Thus peer supervisory feedback has been seen very effective by all the groups if the peer supervisors are properly guided. They understand the difficulties of their friends very well and can exchange views very expressively without any hesitation.

College Supervisors - Group E₁ says that the college supervisors are helpful in certain cases; they can provide new guidelines. Some student teachers say that the peer supervisors are equally effective rather more helpful even than college supervisors in certain situations because college supervisors may have some biases. Group E₂ reports singularly that the student teachers generally hesitate and have fear from the college supervisor otherwise he is helpful in motivating, checking and coordinating the programme. The college supervisor sometimes does not take much pains like the peer supervisor who always tries to share his views without much bias. Group E₃ says that the college supervisor though more skillful, knowledgeable and provides good suggestions. Yet he should act like the peer supervisor with regard to free communication. Therefore, it can be said that the peer supervisor is equally effective as the college supervisor is. The college supervisor can provide better feedback if the same is provided from the level of trainees, for better communication.

Playing the Role of Students - Group E₁ reports mixed views ; some student teachers say playing the role helps to understand microteaching and interesting to act

different typical roles of pupils. Some student teachers say playing the role creates difficulties, it takes away from the real situation; better it is, if real roles are properly played. Group E_2 adds that playing the role maintains discipline and brings seriousness in teaching. Group E_2 further conveys that it helps to remove certain fear and peers enjoy the roles played by them. So all the groups agree to this point that role playing is pedagogically more effective but if it is played with all seriousness.

Playing the Role of Microteacher - Group E_1 believes that playing the role of a teacher in microteaching, helps for the development of teaching skills, develops confidence and helps to face real classroom situation easily. One student teacher says that to play the role of a teacher in simulation is difficult. Group E_2 adds that sometimes it is enjoyable. Group E_3 says further that the teacher in microteaching, should behave like real teacher for better results. Therefore, all the groups agree that playing the role of a teacher in microteaching, imbibes courage, confidence, develops skill and enjoyable if played with all seriousness.

Playing the Role of Peer Supervisor - Group E_1 says that playing the role of a peer supervisor helps to make the student teacher responsible and it needs deeper insight.

Group E_2 reports that it develops critical thinking and motivates for further learning. Group E_3 adds that to act as peer supervisor, helps to remove certain own shortcomings. Consensus of three groups, is that to play role of a peer supervisor helps to make a peer more critical minded and responsible.

Model lesson by College Supervisor - Group E_1 says that model lesson by college supervisor is helpful for instruction in student teaching and gives new ideas on different situations. Group E_2 reports that it is necessary for guidance and to encourage peers as well. Group E_3 adds that it is good to develop different models of skills. There seems to be an agreement among all the groups that model lesson by a college supervisor is necessary for presenting different models of various skills at the initial stages, as it helps to put a standard before the trainees.

Models Presented by Peers - Group E_1 says that models presented by peers have been effective to clarify certain points. Group E_2 adds that it is rather motivating if they are followed after college supervisors. Group E_3 further says that microteachers gain points from the various models presented by the peers. There appears to be a feeling among the groups that the models by the peers give an additional information because of variety in the models presented.

Discussion of Skills after Model - Group E₁ reports that the discussion after the model lesson on a skill helps to know the various weak points. Group E₂ further adds that the discussion motivates for skill learning and it is most necessary. Group E₃ says that it should be compulsory as it is fruitful in removing difficulties and shortcomings. All the three groups may say that discussion is an important item.

Microteaching - Simulation - Group E₁ reports that it is artificial but produces change in trainees behaviour. Group E₂ reports that it is necessary for practice and interesting at the same time. Group E₃ adds that simulation though not better than real yet it is good for skill learning. It removes hesitation. Therefore, it is evident that microteaching in simulation, does play an important role in developing and practising the skills for preparing real classroom teaching.

Microteaching - real - Group E₁ reports that micro-teaching with real students may be organised. Group E₂ says that it should follow after micro-simulation. Group E₃ could not form any clear cut view about this. First two groups believe that microteaching real should be followed after microteaching in simulation is practised, from pedagogical point of view.

Evaluation System - Group E_1 , has mixed views about evaluation system. Some student teachers say that it is good; others say that it is not so good. Group E_2 reports that it helps to improve as it is related to the task of teaching. Group E_3 further adds that self evaluation helps the microteacher in many ways which are sometimes missed by peer or college supervisors. Three groups agreed upon this fact that evaluation in microteaching is very effective.

Practice Periods - Group E_1 says that practice periods were not sufficient. Group E_2 feels that practice periods were useful for developing teaching competence. Group E_3 could not make out clear opinion - some student teachers say periods were of sufficient duration and some student teachers say that it should have been ten minutes period. One generalisation can be made that practice periods are in a way sufficient for developing teaching competence but may be changed with context.

Opinion of Classfellows in Microteaching Programme - Group E_1 reports - good opinion, anxious to learn praising but length programme. Group E_2 expresses mixed opinion - skills are developed one by one and student teachers are anxious to learn and for some student teachers boring, wastage of time. Group E_3 forms definite opinion that microteaching motivates, helps in developing confidence and classfellows are anxious to know more.

Consensus of three groups goes for good opinion of microteaching except a few cases where it looks boring or tiring.

Opinion of Class-fellows not in Microteaching Programme -

Group E₁ says that student teachers had good opinion.

Group E₂ expresses the same reaction. Group E₃ further adds that class-fellows are anxious to know this programme. General opinion of the class-fellows seems to be positive and good.

Opinion of Microteachers in the same Group - Group E₁

reports the positive liking of microteachers towards the programme. Group E₂ expresses the same opinion towards the programme. Group E₃ reports that all microteachers liked the programme. Thus three groups agree that microteaching programme is very good for developing teaching skills.

Liking and disliking towards Microteaching Programme -

Group E₁ reports that microteaching should be in the beginning of the session, more steps may be taken to make it more effective, duration of practice periods may be longer and after simulation practice may be with real students for effective programme. Group E₂ expresses that microteaching may be started after one month of the beginning of the session, feedback process is good, real students may also be involved, time of practice periods may be

longer and programme may be implemented with more seriousness and sincerity. Group E₃ further adds that more supervisors may be involved in the programme with proper planning. All the three groups agreed that it is a good system of providing feedback, real pupils may be involved, more college supervisors may join the programme, programme may be taken up with all sincerity and seriousness and time of practice periods may be extended.

Suggestions for Improvement - Group E₁ reports that supervisors should be properly trained. Group E₂ expresses that microteaching should also be with real students and in microsituation. Group E₃ says that it should involve real students too and all the trainees should undergo this training. All the three groups agreed upon with regard to suggestions for the improvement that peer supervisors may be properly trained, real students may also be involved, some lessons may be arranged in micro situation and all trainees should undergo this programme.
