THE APPLICATION OF TEACHING SKILLS DURING TEACHING PRACTICE

Research Essay

by

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Submitted in partial fulfilment of
the requirements for the degree

MAGISTER EDUCATIONIS

in

TEACHER EDUCATION

UNIVERSITY OF JOHANNESBURG

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: PROF J STRAUSS

OCTOBER 1999

ACKNOWLEDGMENTS

I WOULD LIKE TO EXPRESS MY SINCERE THANKS TO THE FOLLOWING PEOPLE

Prof. J. Strauss for his skillful and insight in guiding me throughout. It was a pleasure to work with him.

Prof. E. Henning for her professional expertise, constructive advice and a lot of understanding.

Mr. M. Sefume co-learner for his motivation.

Mr. T.I. Makume, my husband for moral support, motivation and understanding.

Above all Our Almighty God Who was with me throughout.

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SINOPSIS

Die professionaliteit van die onderwyser behels nie net die kennis van en insig in onderrwysuitspake nie, maar ook verskeie vaardighede om verworwe kennis en insig toe te pas, sodat beplande doelstellings bereik kan word.

Die studente wat kwalifiseer as onderwysers moet deeglik voorberei word om as bekwame onderwysers aanvaar te word. Die studente moet nie alleen kennis van die kinders en die vak hê nie maar moet ook oor die kennis beskik om vakinhoud suksesvol aan te bied. Hierdie is 'n moeilike taak wat nie net deur kennis uit die boek opgedoen kan word nie, maar dit kan ook aangeleer word deur die kennis in die praktyk toe te pas. Daarom speel prakties onderwys 'n belangrike rol in die opleiding van die onderwysstudent.

Die belangrikheid van praktiese onderwys moet nie onderskat word nie. Die voorbereidende opleiding van die onderwysers moet teoreties en prakties wees. Hierdie twee aspekte moet geïntegreerd aangebied word. Die teorie wat hulle op kollege opgedoen het moet die fondament wees wanneer hulle na die skole gaan vir praktiese onderwys. By die skole kom die studente in aanraking met onderwysers,leerlinge en lesse wat hulle moet voorberei en aanbied. Dit beteken hulle moet die teorie in die praktyk toepas. Die doel van hierdie navorsing is om te bepaal of die studente die vaardighede wat hulle op kollege opgedoen het, gedurende die praktiese onderwys kan toepas.

Die navorser het die evalueringsvorms van ses vakke, wat gedurende praktiese onderwys gebruik word, ontleed. Die navorser het die vraelyste aan die dosente wat betrokke was by praktiese onderwys gegee om te voltooi. Die navorser was ook betrokke by die evaluering van die student. Die data op die evalueringsvorms sowel as diè van die vraelyste is ontleed. Na die ontleding van die data is sekere aanbevelings gemaak.

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CHAPTER 1

GENERAL ORIENTATION

1.1 Introduction

It is generally accepted that no training programme of prospective teachers is complete without a period of practice teaching. Practice teaching is that component of teacher education in which, progressively, as the course advances, student-teachers begin to put into practice in classrooms what they have learned, studied and observed experienced teachers do. According to Hildebrand (1993:1) the importance of practice teaching cannot be underestimated as it is that aspect of teaching that will enable student-teachers to have a fundamental knowledge of children, as well as the subject matter that they must make fundamental for the children. This is a complex action that cannot be done only with knowledge from a book or books, but must be practised during the preparation of the students, otherwise no help can be given to the students. This is when practice teaching plays a very important role. This is further emphasised by Duminy, MacLarty and Maasdorp (1992:35) that the preparation of teachers may not only be theoretical or only practical, but an integration of the two aspects. With the theoretical knowledge, the students set out for practice teaching. At the schools they interact with other teachers and children, and prepare lessons to present to their supervisors. The quality of a teacher's theoretical training, and the extent to which they have mastered that, is brought to light when the classroom is entered for the first time to teach the first lesson. It is only then that the teacher is in a position to prove that something worthwhile has been learned in the period of pre-service training (Degenaar and McFarlane,1982:8).

Student-teachers at the third year level of the Secondary Teachers Diploma (STD) programme have had two years of theoretical training interspersed with short periods of observation of classroom teaching by experienced teachers in their major subjects. In the two years, various skills required to become an effective and efficient teacher, are taught and demonstrated.

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It is thus expected that at their third year of study, student-teachers have internalised the theoretical part of the teaching profession and are ready to put their acquired knowledge to test through engaging in the process of practice teaching.

Even before they go out to schools to present their first lessons, they go through an intensive programme of micro-teaching in which they practice skills they have learned under highly controlled conditions. It is at this time that they can see how well they have learned the skills and where they have the opportunity to improve their knowledge before they go out into the real situation.

Micro-teaching lessons, as stated by Degenaar and McFarlane (1982:29), give them the opportunity to view themselves as teachers, to take a close look at themselves, to see where they are strong as well as where they are lacking. With the help of their lecturers and peers, they are given the opportunity to really prepare themselves to go into the real classroom with confidence, having had the opportunity to practice skills they will be called upon to employ in the teaching situation.

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An assumption can thus be made that as they go out to teach their first lessons, these students have what it takes to make a success of their teaching assignments. However, because of the new situations in which they find themselves, being confronted for the first time by a large class of learners to take charge of and teach, it is to be expected that they will be unnerved and thus may not be in a position to put skills that they have learned at the College into effective use.

In support of this, Cullingford (1995:9) states:

> *One of the most difficult achievements for new teachers is to put into practice all the ideas about teaching and learning that are discussed on pre-service courses. The desire to "cope", to survive the classroom, leads student teachers not to reflect on all the potential and actual skills that can be applied, but to revert to memories of their own schooling. Instead of rational approach to planning, there is a tendency to think of their on life histories and their own 'latent culture'.*

In the same manner, Yule (1990:16) indicates that new teachers always have a difficulty in finding an acceptable level of discipline and control in the classroom which is neither too harsh nor too slack. The same is true for such teachers to identify and respond to varying levels of abilities amongst pupils in a classroom.

The study is intended to see how they cope with such a situation and how they apply the skills that they were not only taught but that they practised as well. Through this study, it should also be possible not only to see to what extent skills being taught at the College are being put to use, but also to reveal areas where emphasis has to be laid in the preparation of teachers at the College, where success has been attained as well as where improvement is required. It is the intention of the teaching staff and the College as a whole, to turn out teachers who will go out into the field ready to teach and teach effectively.

While it is true that one becomes a better teacher with practice, it is also true that the foundation of that is laid at the pre-service education level. Thus, the study should, if undertaken effectively and properly and taken seriously by the College staff, to some extent assist in the process of improving the pre-service preparation of teachers at Tshiya College of Education.

1.2 Research Problem

To what extent do Secondary Teachers Diploma (STD) students at Tshiya College of Education apply skills taught at the College in their teaching practice?

1.3 The Aim of the Study

The main aim of this study is to determine the extent to which third year students at Tshiya College of Education apply teaching skills taught at the College during teaching practice. Since third year students-teachers are on the verge of taking teaching, the researcher would like to see whether or not they are capable of putting theory, which they have learned in the first and second year through observation of demonstration lessons and micro-teaching, into practice effectively.

1.4 The Programme

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In Chapter 1, the researcher explains what teaching practice is, the background and motivation to the problem. After presenting the scenario, the problem is formulated and the aim of the research is stated.

Chapter 2 will look at the skills which the College teaches to student teachers and which it expects they should apply during teaching practice. It will also present literature study that has bearing on such teaching skills.

Chapter 3 deals with an analysis of findings based on the evaluation form used by lecturers at Tshiya College of Education to assess performance of third year students during the July 1998 and August 1999 periods of practice teaching.

Chapter 4 will concentrate on discussion of findings, conclusions drawn, summary of the findings and recommendations of the study.

1.5 Research Design

The researcher will select randomly, samples from the evaluation forms of crit lessons of student teachers in the six subjects that students take as their major subjects. These are Biology, English, Geography, Mathematics, Physical Science and Sesotho. From each subject twenty (20) evaluation forms will be selected. Since there are one hundred and eighty (180) student teachers in all, each teaching two evaluation lessons, the sample will thus represent thirty three and a third percent (33,3%) of the population.

The selection will be restricted to two periods of practice teaching, i.e. July 1998 and August 1999. During each of these periods, each student teacher will have taught one evaluation lesson per subject. Analysis of evaluation forms will concentrate on marks and symbols allocated by an evaluator to a student. As each student is evaluated by two evaluators, each working on a different subject, an effort will be made to design a questionnaire and two evaluators per subject will be requested to complete it.

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Thus twelve evaluators will be requested to provide their views on this matter. This will be done to determine perceptions and feelings of evaluators on whether of or not students are applying skills that they have been taught in their practice teaching. This will be used to check on the results of the analysis of evaluation forms.

1.6 Limitations of the Study

As already indicated elsewhere in this chapter, it would have been most useful to analyse lesson evaluation forms of the past three to four years to see to what extent student teachers have been applying teaching skills taught at the College during their practice teaching. Given the fact that the staff at the College has been very stable, and most of those going out to evaluate the performance of student teachers have been the same, that analysis would have been most helpful

in the sense that it would indicate the extent to which lessons learned by the staff itself during such practice teaching are or have been incorporated into the preparation of teachers at the College. Most unfortunately, the practice at the College has and still is that evaluation instruments are not kept that long. Given this reality, it may be useful to suggest that they should be kept for some time from now on so that the College itself could, after a few years or so, look at how their students are performing.

The other limitation is the fact that the time available for this study would not allow for a larger sample of instruments to be analysed. It is also anticipated that some of the staff members may not be very willing to be subjected to complete the questionnaire to determine their findings about the performance of student teachers. This may particularly be the case seeing that the researcher is one of them.

1.7 Methods of Data Collection and Analysis

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1.7.1 Data Collection

As has been stated in the design stage, the method of data collection will mainly be restricted to analysis of data gathered by lesson evaluators during the period of practice teaching.

The researcher, who will also be involved in the evaluation of some of the students in Sesotho, will not only analyse a sample of her own evaluations after some time, which will give her a better insight into her own evaluation, but will also be vigilant on the use of teaching skills and techniques by her students. In the main, she will be looking at how they use those skills in the transfer of knowledge, in this case, Sesotho content, using skills taught in the professional subject, i.e. Teaching Practice. She will thus not only be looking at the content taught but also how it is taught. This is what is actually supposed to be done by all evaluators.

1.7.2 Data Analysis

Skills that students are supposed to be employing, are grouped under categories such as personality and appearance, lesson preparation, mastery of the subject matter and pupil involvement. Under each of those broad categories, an array of skills is listed. Evaluators are expected to assess use of those skills according to symbols A to F, A indicating excellent use of a skill and F exceptionally poor use of a given skill.

Analysis of the data collected will thus concentrate on symbols allocated for each of the skills by the evaluator. The evaluation form also makes provision for an overall mark per category. This mark is not influenced or determined by the symbols allocated. It is based mainly on the impression of the evaluator on the student's ability to employ skills grouped under that category. These marks will also be taken into consideration as an indication of the evaluator's impression of the overall performance of a student in that category.

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CHAPTER 2

TEACHING SKILLS WHICH STUDENT TEACHERS MUST APPLY IN CLASS

2.1 Introduction

In the process of preparing students to become effective teachers once they leave the College and are employed in schools, Tshiya College of Education teaches and emphasises a variety of skills that they should know and apply in their teaching. Many of these skills are not unique to Tshiya College, but are applied in many other institutions that are preparing students to become teachers. This chapter will present a discussion of each of these skills, drawing heavily on literature concerning the value of each. The discussion will give an exposition of skills as presented on the instrument used by the College in the evaluation of lessons presented by student teachers. Some of the aspects on the instruments are more of attributes or characteristics that all teachers should have or display rather than skills to be acquired. These, however, are essential in the development of a teacher-to-be and will thus also be discussed mainly to give a fuller picture of the College requirements on student teachers.

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2.2 Characteristics of the Teacher

2.2.1 Personality and Appearance

For teachers to be successful in their teaching, it is important that they should first of all have a personality that is acceptable to learners that they will be teaching. Unless this is the case, the teaching activity might not be successful because it might be hampered by a personality that is not acceptable. It is also equally important that the teacher's appearance is acceptable and does not

distract or disturb attention of the learners. In agreement with this, Cohen, Manion and Morrison (1996:191) say:

> *Who you are and how you look are matters of great importance to a new class. Your general appearance will be a matter of curiosity and it is important that you create a favourable impression in this respect. As regards clothes, for example, either smart formal or smart casual clothes are desirable.*

Personality and personal style do influence one's effectiveness as a teacher. A teacher needs to be groomed and neat because learners will identify with the teacher who is neatly dressed and they will be motivated to learn. The teacher must have self-confidence when presenting the subject matter. He can achieve this if he is an authority in his subject in terms of knowledge of the subject content and the art of how to pass that knowledge to his pupils. Capel, Leask and Turner (1996:88) also emphasise this by stating that initial impressions are important and the way that the teacher presents himself to a class on a first meeting can influence the class and their learning over a period of time. A teacher's appearance therefore, is an important part of the impression created, as learners expect all teachers to wear clothes that are clean, neat and tidy.

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2.2.2 Teaching Style

Everyone's natural teaching style varies but a teacher also needs to be able to use other teaching styles which are more appropriate to a particular lesson objectives and particular characteristics of the pupils. Teaching style is defined by Capel, Leask and Turner (1996:245) as the term used to describe the way a learning

experience is conducted. They go on to say that it is built from the behaviour of the teacher and the strategy chosen to ensure that the planned learning takes place and that the lesson objectives are achieved.

Teacher behaviour is influenced to a large extent by their attitude to both the learners and the teaching process as well as the way they relate to learners, e.g., a teacher may choose to be distant or to be friendly and to convey enthusiasm for the subject. In the same way, the teacher indicates his expectations of the learners through his behaviour when teaching the class.

One of the tasks of a teacher is to assist learners to learn to understand something. Before many young learners will make an effort to get to grips with something new, the teacher needs to "sell it" to them as something interesting and worthwhile. The teacher's enthusiasm for his subject is infectious.

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2.2.3 Ability to motivate

At the beginning of each lesson, it is necessary to obtain the learners' full attention. Didactically it is required to arouse a desire and willingness in the learners by means of an appeal, a request or a challenge.

In this regard, Duminy, MacLarty and Maasdorp (1992:146) say:

Pupil participation and involvement in the lesson will in fact depend entirely on their interest and motivation, and their meaningful, enthusiastic participation.

If there is no motivation and interest, involvement will certainly fade quickly. Capel, Leask and Turner (1996:95) also stress the importance of motivation by stating that a teacher's job would certainly be made easier if all learners were motivated intrinsically. Intrinsic motivation depends to a very large extent on the kind of encouragement that learners receive along the way, e.g., written or verbal praise for effort, making progress or success, feedback on how they are doing or an explanation of the relevance of the work handled. Teachers are therefore required to deliberately plan such extrinsic motivation into their lessons which would then generate in their learners the kind of intrinsic motivation that will spur the learner to go on.

The activities that people start and continue and the amount of effort they put into those activities at any particular time, are determined by their motivation. Learners may be motivated by factors such as achievement, pleasure, satisfaction or success. It is thus important for student teachers to develop the ability to motivate learners so that effective learning should take place.

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Vrey (1979:212) agrees with this when he states that the child must be enabled to direct his psychic vitality towards an objective that is meaningful and attainable to him and that to do this he needs help and praise that will assure him that he is on the way to achieving his objective. He goes on to say that motivation calls for constant encouragement from each objective to the next.

2.2.4 Ability to Gain Attention

Getting attention of the whole class at various stages during the lesson is a skill which experienced teachers practice effortlessly. One of the fundamental rules of the classroom is that the learners should not speak when the teacher is speaking. This point is

further emphasised by Capel, Leask and Turner (1996:67) when they say that the teacher needs to remind learners of his expectations and also needs to reinforce the idea that this is one of the basic rules. He must be able to get the class attention when he requires it. This indicates that it is important for student teachers to acquire some basic strategies used to gain attention of learners and they must also know and appreciate its importance. Sotto (1995:129) in agreement with this also states that a teacher needs to establish procedures for gaining learners' attention at the beginning of a lesson. The same is true when after they have started an activity, the teacher would want the learners to pay attention again. A good technique for a teacher to use is to make sure that before he starts to talk to the class, all learners can see and hear him, that he has silence and that they are paying attention.

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It is thus very important that a teacher should learn to establish means of getting silence. In this way he will have an orderly class. Teachers who have orderly classes are what they call being "with it". They know just what is going on in their lessons, and they also have the confidence to respond directly to it. Petty (1993:125) in this regard says that teachers have to be managers. They do not begin an activity without first ensuring that the class is ready for it, nor do they initiate one activity and then go off on a tangent with another. They focused on the learning task at hand.

2.2.5 Delivery and Language usage

The African culture depends to a very large extent on the spoken word as a means of transmitting knowledge. It is therefore very important for a teacher, while trying not to dominate the class by talking too much, to make good use of the spoken language.

The importance of the quality of voice for effective teaching and learning is emphasized by Perrot (1982:65) when she says:

> *The quality, expressiveness, tone and rate of speech, all of which can increase animation are important to enhance learning. The explanation needs to be explicit, i.e., clearly and openly stated.*

In support of this, Cohen, Manion and Morrison (1996:221) mention that it would appear from research that a student teacher's ability to make his or her explanation explicitly has a wholly beneficial effect on students attainment levels.

The importance of the quality of voice of the teacher is further emphasized by Capel, Leask and Turner (1996:82) when they say that a teacher's language must be accessible. There is no point in talking to learners in a language that they do not understand. As a form of emphasis, when a teacher speaks, he stresses or repeat important words or phrases. That is important in teaching.

A teacher's language is not just to convey the subject but it is also used to create individual relationships with learners which make them more interested in learning and thus makes a classroom environment conducive to learning. Teachers also use language to impose discipline. This shows how important proper use of language is in teaching and learning.

2.3 Lesson preparation as a skill

One of the most useful skills that any teacher needs to develop is that of preparation of a lesson to be taught. Lesson preparation entails a number of steps, viz., statement of aims and objectives of the lesson, lesson design,

methods of presentation, statement of teaching aids to be used and choice of the subject matter. Each of these will now be discussed in turn.

2.3.1 Teaching aims/objectives

For a lesson to be successful, it must be planned and structured thoroughly beforehand. Similarly, a class can be managed more effectively if a teacher carefully considers how he will organise himself and the learners prior to setting foot in that classroom. This implies that the teacher, in order to be able to organise and teach his class effectively, he must have proper aims and objectives set out well before he enters the classroom. In regard to this, Cohen, Manion and Morrison (1996:59) stress that aims constitutes the basic elements in educational planning and that they make up the building blocks of the total programme.

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It is clear from this that it is important for the teacher to plan a lesson in which both the teacher and the learners know exactly what they are meant to be doing. Aims and objectives must be meaningful, clear, and relevant. This is further clarified by Capel, Leask and Turner (1995:59) when they say:

> *Defining objectives which clarify exactly what learning you hope will take place is a crucial skill for the effective teacher. It helps you to be clear about exactly what the pupils should be achieving and it helps the pupils understand what they should be doing.*

Drawing up effective objectives is, however, not an easy task. It requires clear thinking on the part of the teacher, who has to be sure that those objectives are not only clear but that they are also achievable.

If the teacher can make certain that lesson objectives focus on what should be achieved from the lesson in terms of learner's learning, then he will have made a good start. Cullingford (1989:22) too, says that the vital spark of education is a sense of purpose. There must be a reason for teaching, or a reason for creating a whole system of education. Without a sense of purpose no teacher can be really effective. Knowing what the learning outcomes are and what competencies are expected, helps clarify planning. To lack clear objectives is to run into the danger of having goals so imprecise that very little, if any, happens. According to Petty (1993:292) aims are like compass directions, indicating the general direction in which the teacher wishes to travel. From the above, one can conclude that it is vital to state aims and objectives clearly and meaningfully in order to achieve success and make learning effective.

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2.3.2 Methods

The success of a teaching endeavour depends, amongst others, on the methods that the teacher is using in the classroom. The fact that in any one classroom, the teacher normally teaches a number of learners, whose learning abilities and styles differ from one another, dictates that the teacher should employ a variety of teaching methods. According to Capel, Leask and Turner (1996:245), teaching methods are terms used to describe the way learning experience is conducted. It is built on the behaviour of the teacher and the strategy chosen to ensure that the planned learning takes place and that the lesson objectives are achieved.

In order for learning to be effective, teaching methods have to be appropriate, correct and original. Harlen (1993:10) also points out that the way the teacher chooses to teach (methods) is determined not only by what he teaches but also by his view of how the

learners learn. Thus the choice of methods of teaching is very crucial in any teaching situation. Teachers also adopt particular forms of behaviour to foster certain types of learning. For example, a teacher may engage learners in discussion groups, group activities, etc. In support of this, Capel, Leask and Turner (1995:246) state:

> *The teacher may see themselves as a facilitator of learning in a situation where group discussion has been chosen as the teaching method and his role is both to help individuals to contribute fully and to ensure the group functions effectively. Or the teacher may take the role of transmitter of knowledge, where knowledge acquisition is the desired outcome.*

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The choice of teaching methods requires a teacher to consider what he or she wants to achieve, and choosing the appropriate methods with a purpose in mind. The more closely the teaching methods match the preferred learning style of the learners, the more effective the teaching will be.

2.3.3 Lesson design

In order to use the time with the learners effectively, the teacher has to plan carefully for each lesson, taking into account of how learners learn, the requirements of the curriculum, the most appropriate methods of teaching the topic and the resources available as well as the evaluations of previous lessons. The lesson design should be such that it reflects quality and its lay-out should be systematic and neat.

Capel, Leask and Turner (1996:55) maintain that in order for a teacher to plan effectively, he must ensure that specific objectives of the lesson have been clarified; he has incorporated differentiation into his planning, i.e., he has considered the individual abilities of learners; he has considered the time available for a specific lesson; he has considered availability of resources for that specific lesson; and he has taken into consideration that teaching strategies and the learning situation are appropriate and relevant to the lesson. The teacher must also consider what learners already know at that particular moment about the lesson.

In view of the above, it is clear that lesson design is not a task to be taken very lightly. Cullingford (1989:5) points out to this by stating that in preparing for a lesson, it is not enough to rely only on knowing one's subject. He maintains that it is necessary to think through what we are teaching, and how. It is for this reason that a detailed anticipation of what it will be like, is important.

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2.3.4 Teaching aid/materials

Teaching media or aids are used by the teacher to help the teacher to explain and clarify ideas or concepts, make his task easier and help him when he teaches. Teaching aids have to be suitable, relevant and original. The importance of teaching aids is emphasize by Verster and Potgieter (1991:1) when they say:

> *Through the use of educational media, the teacher, the pupil and the subject matter are linked together and meaningful educational dialogue is made possible*

Cullingford (1995:143) too, when talking about teaching aids says they enable learners to store a great deal of information, especially when visual aids are being used. As the saying goes, a picture is worth a thousand words: the impact of teaching aids tends to be stronger than the verbal impact for several reasons.

Kruger and Muller (1990:102) further illustrate the importance of teaching aids when they say that learning content cannot always be described purposefully by using the spoken word only. Certain parts of it could often be better presented by using suitable media, because students do not only learn by listening, but also by seeing, tasting, touching and smelling. According to research, the sense of sight accounts for seventy five percent of what is learned. This particularly stresses the importance of using visual aids. Teaching aids, according to Petty, (1993:266) can be used to enable the teacher to gain attention of the learners. They also add variety and interest in the lesson, aid conceptualisation, aid memory and show that the teacher cares.

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2.3.5 Choice of Subject matter

In choosing the subject matter for a class, it is necessary that the teacher chooses that which is within the scope of the learners. The quantity of the subject matter chosen should not be too much or too little, too easy or too difficult. The level of development of learners should also be taken into consideration.

In support of this, Cullingford (1995:4) states that a teacher does not have to try to use all that he has prepared for every lesson. He goes on to say that the knowledge that the teacher has, that he has plenty of extra ideas helps in two ways, viz., that he knows that with so much to choose from he can select that which will be appropriate and can adapt it to the needs of the learners.

Secondly, he says, knowing that he is really well prepared, gives him confidence. Kruger and Muller (1990:57) in agreement with this point say that content is selected in accordance with its suitability to attain the objective that the teacher has in mind. It is thus important to ascertain which knowledge the learners possess and to connect to that. The subject matter should be arranged logically and be relevant to aims and objectives which are to be achieved.

Yule, Soobiah, Steyn and Davies (1983:84) also warn that if the learners are to be able to contribute to their own learning, the subject matter should not be too unrelated to their background and experiences. Thus, it is important that in the selection of the content to be presented, the teacher should make sure that he selects that which will make some sense to the learner.

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2.4 Presentation

2.4.1 Introduction

2.4.1.1 Creating Relationships/desirable atmosphere, motivation and inclination to learning

The first few minutes of a lesson are of great importance and as a rule, set the tone for the rest of the lesson. It is therefore important for the teacher to create healthy relationships with learners right from the start of the lesson in order to enhance teaching and learning. According to Capel, Leask and Turner (1996:62):

> *A good beginning is a crucial part of a successful lesson, it will motivate pupils and help the teacher to establish his or her authority*

A teacher must, however, adopt a firm, fair and friendly approach which will help him or her to develop good a relationship with learners. The establishment of a healthy relationship with the learners will motivate the learners to learn.

Through the establishment of the healthy relationship at the beginning of a lesson, the teacher tends to motivate the learners. According to Capel, Leask and Turner (1996:94), many learners want to learn but depend on teachers to get them interested in the subject. Even though some learners may not be inherently motivated to learn, the school ethos, teachers attitudes, behaviour, teaching styles and strategies in the classroom can increase their motivation to learn.

Learners not motivated to learn are more likely to misbehave. If the teacher does not manage the class and their behaviour effectively, the learning of all pupils in the class can be negatively affected. With regards to motivation during the introduction of the lesson Capel, Leask and Turner (1996:105) advices that if learners are not motivated, a teacher should not let them avoid doing the task, but try to find other ways of motivating them. For example, they say, if learners are bored by work that is being done, the teacher should try to stimulate their motivation by relating it to something in which they are interested. Teachers can motivate learners most effectively by using motivation techniques appropriate for a particular learner in a particular situation. As one gets to know them, one can identify what motivates them by finding out what activities they enjoy, what they choose to do and what they try, what they avoid, what types of rewards they work for and what they do not respond to.

2.4.1.2 Posing a Problem

According to Capel, Leask and Turner (1996:216) the most important single factor influencing learning is what the learner already knows. The teacher, therefore, has to ascertain this and teach him accordingly. They go on to say that this may be interpreted to mean that the teacher would do well first to find prior concepts understood by the learner and then determine the necessary links between what is to be taught to what the learner already knows.

Secondly, the statement means that the teacher needs to find the meanings and concepts that the learner has generated already from their background, attitudes, abilities and experiences and find ways to enable the learner to generate new meanings and concepts that will be useful to them. It may also be interpreted to mean that the task of the teacher is to find the sub-skills that a learner has and then plan their learning to start from these sub-skills. The teacher may also, in the thinking of Shayer and Adey (1981:216) find the logical structures of thought the learner is capable of and match the logical elements of the curriculum to them.

Posing a problem comes in this that the teacher, having determined the point at which the learner is, creates a situation which would challenge the learner to think about and bring that which he knows from his background to the fore.

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2.5 Exposition of the New Subject Matter

2.5.1 Mastery of Subject Matter

When student teachers teach their first lesson, and all subsequent lessons, they are bringing together all the didactic principles, methods and techniques of teaching which they have studied. The moment the presentation of the lesson starts, the student teacher is confronted with the living, vital interaction between learners and teacher. In order for student teachers to be successful, they must master the subject matter; they must present it logically and clearly. Duminy and Sohnge (1980:6) emphasise this fact by stating that the teacher directs that child towards man and the rest of reality by communicating or imparting knowledge with a view to unfolding the child and reality.

It is important, therefore, for the teacher not only to be positively adjusted towards reality but also to possess a thorough knowledge of the subject matter.

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According to Njini (1993:110), unless a teacher is an authority in their subject, they cannot exercise authority in the subject they are teaching in terms of knowledge of the subject content and the art of passing that knowledge to their pupils.

2.5.2 Teaching Strategy

Teaching is an activity that requires the teacher to employ as many strategies as possible in the classroom. The reason for this is to make sure that his teaching does not bore learners. At the same time, because learners are all different and have different learning styles and spans of concentration, one strategy is not likely to bring

about the desired effect. Some of the teaching strategies that will be discussed here are questioning, chalkboard use, use of other teaching aids and methods of teaching.

2.5.2.1 Questioning

One technique for actively involving learners in their learning is questioning. Teachers normally use a lot of questions in their teaching. This is done in order to challenge learners to think and to capture their attention. Questions also tend to make a learner to want to know the answer and thus develops curiosity in the learner. Use of that curiosity in the learner, makes for good teaching as the learner is most receptive at that time and is ready to interact with the learning matter. It goes without saying, then, that teachers need to develop skills of questioning so that their questions are not used simply for the sake of questioning but as tools to enhance learning in learners.

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Capel, Leask and Turner (1996:85) agree with this when they state:

> *Effective questioning is a skill you should develop as a teacher. It requires you to be able to ask clear, appropriate questions, use pause to allow pupils to think about an answer before responding, use prompting to help pupils having problems answer a question, use follow up questions to probe further, encourage pupils to develop their answers, extend their thinking, change the direction of the questioning and involve the whole class by distributing questions around the class.*

Cohen, Manion and Morrison (1996:23) also emphasise this by stating that the skillful questioning of a class performs a number of important functions. Socially, they say, it helps to establish relationships and integrate groups through face to face interaction.

Psychologically, it assist in increasing, developing and maintaining a healthy emotional and intellectual climate as well as establishing appropriate levels of motivation.

Educationally, one function of questioning is to elicit information. This may probe the extent of learners' prior knowledge before a new subject matter is introduced. It may also help to revise earlier learning. More than this, however, questions should have teaching value, that is, in asking the questions a teacher is helping the learner to focus and clarify, and thus have thoughts and perceptions that he would not have had otherwise.

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According to Petty (1993:149):

> *Nothing motivates quite as much as the glow of satisfaction that a student gets when he or she answers a question correctly, and immediately gets warm praise from the teacher.*

Questioning, he further states, motivates students not just because they find it to be an interesting activity generally, but because it gives an immediate reward for their endeavour, and demonstrates their success in learning. It is clear, from this how important it is to make use of the strategy of questioning in teaching.

2.5.2.2 Chalkboard Usage

The chalkboard is one of the oldest of all educational media, but still one of the most useful and valuable aids. Duminy et al (1992:11) clearly indicate the value of a chalkboard when they point out that thoughts may be written down as they develop during a lesson.

They continue by saying that when the teacher and class are working on a topic, when a new process is being explained, when certain conclusions are to be reached through a class discussion, the board is needed.

It is extremely important, therefore, that teachers must learn to write clearly on the chalkboard, and their writing must be large enough to be easily seen by learners. A good lay-out, good spacing and sense of balance is essential for the board to be an effective teaching aid.

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Petty (1993:278), writing about the chalkboard, states that some teachers use it for putting up notes for the students to copy. Others use it to draw attention to the landmarks in the lesson, displaying only the key ideas as they are covered. Mathematics and science teachers use board-work to demonstrate how to solve problems, and to give instructions for experiments. Still some teachers prefer to do their board-work before a lesson. while others do so during the lesson itself. No teaching aid, he says, is more adaptable to the teachers style, and he feels this is perhaps the real strength of the chalkboard.

According to Capel, Leask and Turner (1996:240), chalkboards are used extensively by teachers. The teacher must practice keeping writing on a straight line and big

enough to be seen at the back of the class. One important techniques in the use of the chalkboard is to prepare board-work in advance, for choice of words lay-out and headings.

2.5.2.3 Choice of Methods

The more closely the teaching method matches the preferred learning style of the learners, the more effective the teaching will be. The choice of teaching methods requires the teacher to consider what he wants to achieve and to choose the appropriate method with a purpose in mind.

The teaching method can thus be described as a vehicle for the proper transmission of the lesson to the learner. Selection of proper a proper method of teaching also helps in overcoming difficulties that would otherwise arise in the classroom as a result of the subject matter to be taught. In agreement with this, Capel, Leask and Turner (1996:54) point out that however constraining the guidelines on content are, the decision about which teaching methods to use is usually that of the teacher.

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As he become more experienced as a teacher, they say, he acquires his own personal approach to teaching. Methods that a student teacher shall have learned at the College, only serve to guide him or her so that as he or she continues to teach, he or she would be in a position to develop their own style and improve on those. However, at the time while they are still learning, they have to keep as close as possible to methods they are learning.

2.5.3 Communication and learner involvement

In a teaching-learning situation, an interaction between the teacher and learners is facilitated by communication as well as learner involvement. For successful learning to take place, the teacher must engage in a two way communication with the learners. In support of this, Capel, Leask and Turner (1996:82) say that communication is a two way process involving the mutual exchange of information and ideas. They go on to say that before the teacher starts talking to a class, he must make sure that all learners can see and hear him, that he has silence and that they are paying attention. He must also use language that is accessible to all learners in class to make chances that learning is enhanced. Cohen, Manion and Morrison (1996:220) also support this by saying that talk occupies a crucial position in the classroom. The nature of talk, they say, is the only readily available manifestation of the extent and process by which mutual understandings of what counts as knowledge in any context are transacted.

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In so far as learners are ready to be taught, they are likely to acknowledge that an able teacher has the right to talk first, last and most, to control the content of a lesson and to organise the content by allocating speaking turns to the learners. Despite this, however, the teacher, must be relatively free from prejudice and ethnocentrism so that he can be able to provide effective communication (Lemmer and Squelch, 1993:17).

The teacher, however, must involve individual learners and the class as a whole in order for learning to take place. Unless he does so, he is likely to lose them in the process. Capel, Leask and Turner (1996:83) in this respect say:

> *A good explanation actively engages pupils in learning and therefore is able to gain and maintain the pupils attention. Pupils learn better if they are actively engaged in the learning process.*

The teacher must plan to involve learners e.g., mix an explanation with tasks, activities or questions, rather that rely on long lectures, dictating notes or working out something on the board. One technique for actively involving learners in their learning is questioning.

According to Kruger and Muller (1990:94) learners are energised by means of instructional activities. The effectiveness with which instructional activities are performed, to a large extend determine the quality of the learner activities. Although pupil activities are normally observable, there are also important unobservable ones such as thinking and concept forming. Thus, learner activity imply active learner involvement in the teaching learning act. Without active participation by the learners, learning cannot be realised.

2.6 Concluding the Lesson

It is important that any learning experience is rounded off and that learners experience a sense of completion. The lesson, therefore, needs to be completed in an organised manner. In order to actualise the content during conclusion, Capel, Leask and Turner (1996:72) advice teachers to prepare questions relating to work just completed in the area under study. It is also helpful to do a quick test of the issues covered in the lesson. Lesson objectives could also be to devise questions about the work. Learner's existing knowledge on the next topics could be ascertained by questions and answers. Learning is more certain where the teacher build on learner's existing knowledge and experience.

2.6.1 Gaining of objectives

The lesson cannot be said to have been finished until the teacher has determined whether or not the objectives of the lesson have been achieved. Knowing that this is the case, will make the teacher and learners move to the next lesson with greater confidence. Sotto (1995:145), in this connection says:

Having considered lesson plans, we can consider assessments, that is, how a teacher, and the learners, can find out whether the learners have learnt what they were supposed to have learned.

A well prepared teaching programme will contain two or three assessments, based on the objectives stated in one's lesson plans. It is necessary to bring a lesson to a definite and logical conclusion. According to Duminy et al (1992:143), a lesson is sometimes concluded by means of a verbal summary by the teacher which may be in the form of questions and discussions to see whether learning has taken place. Sometimes learners may be required to take down a chalkboard summary as developed during the lesson, or the conclusion may take a form of doing a few exercises based on the subject matter presented during the lesson. In most cases, learners are given the opportunity to apply the knowledge that they have gained.

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2.6.2 Functionalising

At the end of the lesson, the teacher must bring together various ideas that were talked about, discussed or presented in the lesson. It is at this time that the teacher has the opportunity to integrate knowledge that learners brought with them to the lesson with new materials presented. It is also at this time that new knowledge gained should be applied to make certain that it takes root in the mind of the learner.

Duminy et al (1992:146) agree with this when they say in almost every lesson the teacher must rely and build on knowledge previously acquired by the pupils; that the teacher must integrate pre-knowledge with the new subject matter; that the subject matter should be taught in such a way that knowledge or skill may be functional in other situations for solving related problems; and that by linking new knowledge with pre-knowledge, the learners are motivated and see the purpose in learning.

2.7 Class control

The success of the process of teaching and learning also relies to a very large extent on the teacher's ability to make sure that the class is under proper control. Control, however, does not mean that the teacher is dominating the situation to such an extent that learners have no chance to participate in ways other than strictly determined by the teacher. Control can be won quite easily by the manner in which the teacher has prepared his lesson. Yule (1990:16) in support of this say that adequate preparation of the lesson will ensure that half the battle for control is already won. They state that the teacher must be familiar with the content of the lesson if he is to be able to prepare it (lesson) in such a manner that it assists him in maintaining control over the class. The teacher who regularly lectures to the class, often for as much as forty five minutes at a time, they warn, can expect to have disciplinary problems. It is therefore extremely important that adequate pupil involvement should be built into the lesson plan.

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Cohen, Manion and Morrison (1996:22) too, say that in order to maintain discipline and control, the teacher must create a purposeful and orderly environment for the learners to maintain interest and motivation. The subject matter should be presented in a clear language and in a stimulating manner so as to ensure that discipline and control are maintained. Maitland (1989: 62) also maintains that the teacher holds the key to problems of good classroom management which is essential to good behaviour and proper standards.

According to Petty (1993:75), for control to be maintained, the students' work should be interesting and involving plenty of varied student activity. There should be something for every student to do all the time, and standard of the work should not be too difficult or too easy for any student in the classroom. There should be ample and prompt reinforcement, such as praise and encouragement for student's efforts.

2.8 Time allocation

One very important skill that student teachers need to acquire is that of time management in the classroom. Unless one has learned to prepare sufficient matter for the time allocated, one is likely either to finish long before the period ends, and then have nothing more to do, resulting in not only a waist of time but also disciplinary problems arising, or realising that time is likely to be too short, rush through the lesson with the result that learners fail to participate and thus grasp the matter.

An advice given by Duminy, MacLarty and Maasdorp (1992:151) is for a student to develop a proper sense of timing when teaching, to include a time budget in the written lesson plan such as five minutes for the introduction, twenty minutes for the presentation, etc. Such a time budget should serve as a general guide only as it will be difficult to strictly adhere to that. Cohen, Manion and Morrison (1996:143) also emphasise that the teacher must allow sufficient time to commence and round off sessions. He must not spend too much time on easy or trivial points and must keep brisk pace. Students should be allowed reasonable time for work and the teacher should set realistic expectations.

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Cullingford (1995:17) as well, states that the proper organisation of time depends a great deal on planning and on clearly setting out routines in the classroom.

2.9 Didactic flexibility

The teacher must evaluate learners continuously to see whether effective learning has taken place. He must employ a variety of evaluation techniques. He must also accommodate circumstances which have an impact on learners during evaluation. According to Cullingford (1995:96), teaching depends on assessment. Sustained teaching relies on the ability to analyse how learners are learning and diagnose what they need.

At the end of the lesson one evaluates what took place, and concentrates on what concepts the learners have learned, what knowledge they have acquired and the skills they have displayed.

According to Capel, Leask and Turner (1996:264), the assessment process itself should not determine what is to be taught and learned. It should be the servant not the master of the curriculum. It should be an integral part of the education process, continually providing both feedback and feedforward. It therefore needs to be incorporated systematically into teaching strategies and practices at all levels.

2.10 Synthesis

In this chapter, the researcher reviewed literature on the aspect of teaching skills that teachers in general have to acquire and apply in the teaching situation. These are important if learners are to benefit from the teaching activity. This point has been sufficiently made and supported by various authorities in the field of teacher education as has been elaborated upon above.

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The next chapter will concentrate on empirical studies and the analysis of the data collected.

CHAPTER 3

EMPIRICAL STUDIES

3.1 Introduction

This chapter will present an analysis of the findings of the researcher. These findings are based on an analysis of lesson evaluation instruments used by lecturers at the Tshiya College of Education to assess performance of third year students during the July 1998 and August 1999 periods of practice teaching. Six (6) subjects in which students at the College are majoring, and in which they take their practice teaching in schools, were considered for analysis. Although the intention of the researcher was to consider an equal number of evaluation instruments, some of the lecturers provided more than twenty (20) instruments each. This was welcomed and not seen in anyway as would be distorting the results because the intention was to concentrate on the overall performance of the students. The fact that more than twenty instruments in some subjects were submitted, was also very welcomed as the sample would increase, thus providing much more reliable results than if only a few instruments were to be considered. Specific subjects that were considered, with figures in brackets indicating the number of instruments analysed, are the following;

Biology (25)
English (24)
Geography (20)
Mathematics (23)
Physical Science (23), and
Sesotho (20).

In total, therefore, one hundred and thirty five (135) lesson evaluation instruments were analysed.

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3.2 Respondents

Besides an analysis of evaluation forms completed, six lecturers from the College who are involved in the process of assessing students during the periods of practice teaching will be requested to complete a questionnaire. Thus, besides third year students who will, through their evaluation forms be the major respondents, the lecturers will also form another layer of respondents.

3.3 Instruments

Instruments to be used in this study will be evaluation forms that are being used by lecturers to assess the performance of students during the period of practice teaching. Another set of instruments will be the questionnaires that lecturers will be requested to complete.

3.4 Method

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An analysis of the evaluation forms was done by studying each form and making tallies of both the categories depicting skills that students are expected to display, viz., Personality and Appearance, Lesson preparation and Presentation. The same was done for sub-categories under each major category. In the case of the first category, raw scores were used while for the other two, scores were grouped. Having done this, proportions for each category and sub-category were calculated.

A questionnaire completed by the lecturers was coded to find common ideas. Because the information from the lecturers was not too much, only raw scores were used in determining their input into this matter.

3.5 Findings based on the Evaluation Form

3.5.1 Personality and Appearance

One of the most important requirements that is emphasised at the College to all students, particularly those going out to do practice teaching, is their personality and appearance. It is the contention of the College that a teacher's personality and appearance go a long way to showing the seriousness of their mission. It is therefore very important for a teacher to present him/herself in a manner that will not only make it possible for his/her students to take him/her seriously, but also to be prepared to learn from him/her. This characteristic is thus the first consideration that any lecturer has to take into consideration when assessing the student-teacher. It is subdivided into four brought categories, viz., appearance, bearing, teaching style as well as delivery and language usage. A maximum of fifteen (15) marks are allocated for this. A student-teacher thus is scored out of that total. The assessing official initially allocates a mark expressing his/her own overall impression of the student in that category. He/she further allocates a symbol for each of the sub-categories indicated above. Scores range from symbol A, indicating excellent performance, B to signify very good performance, C for good performance, D for a fair performance, E for poor performance, and F for an exceptionally poor performance. The analysis of the student's performance, therefore, was based on the overall mark allocated in this category, as well as symbols allocated per sub-category.

The results indicate that eight (6%) of the students were allocated marks less than ten (10) in this category. The majority of the students (41 or 30%), performed at the 86,7% mark, while ten (7%) were allocated full marks in the category. This is clearly shown by the results in the summary under Table 1.

Table 1: Assessment of Personality and Appearance

<10	= 8 (0,06)
10	= 13 (0,10)
11	= 16 (0,12)
12	= 27 (0,20)
13	= 41 (0,30)
14	= 20 (0,15)
15	= 10 (0,07)
	n=135

Looking at the table showing results of symbols allocated per sub-category of this characteristic as indicated by Table 2 below, we find that 29 (21%) of the students were allocated an A symbol, indicating excellent performance, 79 (59%) obtained a B symbol (very good performance) and the remaining (27 or 20%) were allocated C and D symbols indicating good performance in appearance.

In the sub-category bearing, referring to self-confidence, mannerisms, facial expression, animation and spontaneity of the student-teacher, twelve (9%), 57 (42%) and 58 (43%) students were allocated A, B and C symbols respectively. Only eight (6%) were allocated a symbol for a fair performance in this sub-category.

Table 2: Assessment of Sub-categories of Personality and Appearance

Characteristic	A	B	C	D	E	F	NOT RATED
1.1 Appearance: Groomed, Neat and Flashy	29 (0,21)	79 (0,59)	26 (0,19)	1 (0.01)			
1.2 Bearing	12 (0,09)	57 (0,42)	58 (0,43)	8 (0,06)			
1.3 Teaching Style	9 (0,07)	51 (0,38)	58 (0,43)	16 (0,12)	1(0,01)		
1.4 Delivery and language Usage	11 (0,08)	50 (0,37)	57 (0,42)	15 (0,11)	1(0,01)		1 (0,01)

In as far as teaching style is concerned, however, fewer students (9 or 7%) obtained an A symbol. Well over half of them (81%) obtained a B or C symbol (38% obtaining B and 43% obtaining C). In this sub-category, the number of students performing at fair, D symbol and poor, E, increased to 13%.

The sub-category indicating proper delivery and usage of language also has been rated low. Eleven (8%) of the students were allocated an A symbol while well over half (79%) were allocated B and C symbols (37% B's and 42% C's). Sixteen (12%) of the students were rated at fair (11%) and poor (1%) performances. One (1%) was not rated for this sub-category.

3.5.2 Lesson Preparation

Lesson preparation is a vital component of any lesson. It serves as a guide to a teacher as he/she goes into the classroom. Unless one is fully prepared for the lesson that one is about to teach, one is not likely to succeed in his/her endeavour. For this reason, the skill of preparing one's lesson well is highly regarded by the College. Just like the first characteristic, viz., personality and appearance, this skill has been allocated an overall mark. However, because of its importance, more marks, i.e., twenty (20), have been assigned to it. The lecturer is also required to allocate a mark indicating his/her overall assessment of the lesson preparation by the student-teacher. This is done by looking carefully at the preparation sheet that the student hands over to the lecturer at the beginning of the lesson. This component is also divided into five sub-categories, viz., statement of teaching aims/objectives, method(s) to be used, lesson design, teaching aids/materials, and choice of subject matter. Each of these sub-categories is assessed by means of a symbol ranging from A (excellent) to F (exceptionally poor).

Table 3: Assessment of Lesson Preparation

<7	=	3 (0,02)
7 -9	=	5 (0,04)
10-12	=	30 (0,22)
13-15	=	67 (0,50)
16-18	=	30 (0,22)
n = 135		

The findings of this study as indicated by the table above show that three students (2%) was allocated a mark less than 7. Five (4%) were allocated marks ranging from 7 to 9. The largest number of students (67 or 50%) were allocated marks ranging from 13 to 15. These students, therefore scored in the range of 65-75% performance. Thirty (22%) were allocated marks in the range of 16 to 18, i.e., in the range of 80-90% performance. None of the students obtained full marks in this category.

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Table 4: Assessment of Sub-categories of Lesson Preparation

Skill	A	B	C	D	E	F	NOT RATED
2.1 Teaching Aims/Objectives	9 (0,07)	58 (0,43)	47 (0,35)	19 (0,14)	1 (0,01)		1 (0,01)
2.2 Methods	8 (0,06)	37 (0,27)	62 (0,46)	24 (0,18)	3 (0,02)		1 (0,01)
2.3 Lesson Design	10 (0,07)	33 (0,24)	64 (0,47)	26 (0,19)	2 (0,01)		
2.4 Teaching Aids/Materials	9 (0,07)	38 (0,28)	49 (0,36)	32 (0,24)	4 (0,03)		3 (0,02)
2.5 Choice of Subject Matter	9 (0,07)	45 (0,33)	50 (0,37)	26 (0,19)	5 (0,04)		

Table 4 above, indicates that in the application of the skill of stating teaching aims or objectives, nine (9 or 7%) of the students were allocated an A symbol. one hundred and five (78%) were allocated B (43%) or C (35%) symbols. The rest, i.e., twenty (15%) were allocated D (14%) and E (1%) symbols. One (1%) was not rated.

In the statement of choice of method(s), eight (6%) of the students were allocated an A symbol. Ninety nine (73%) were allocated B (27%) and C (46%) symbols. The rest (27 or 20%) were allocated D (18%) and E (2%) symbols. For the design of the lesson, ten (7%) of the students were allocated an A symbol. Ninety seven (71%) were allocated B (24%) and C (47%) symbols. The rest (28 or 20%) were allocated D (19%) and E (1%) symbols.

The choice of teaching aids or other materials had 9 (7%) of the students being allocated an A symbol. In the same sub-category, eighty seven (64%) students were allocated B (28%) and C (36%) symbols. The remaining students (36 or 27%) were allocated D (24%) and E (3%) symbols. Three (2%) were not rated.

In the choice of the subject matter, nine (7%) of the students were allocated an A symbol. Ninety five (70%) were allocated B (33%) and C (37%) symbols. Others (31 or 23%) were allocated D (19%) and E (4%) symbols.

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3.5.3 Presentation

The success of any teaching-learning situation is totally dependent on the presentation of the lesson. While a good presentation will spur learners to greater heights, a dull one leads to boredom and possible misbehaviour by learners. A good teacher is characterised by good lesson presentation which takes the learners into consideration at all levels and stages of the lesson. A good presentation recognises that each and every learner comes to the classroom with a certain amount of knowledge, certain expectations, fears, aspirations, needs and wishes for success. A good teacher, therefore, will do everything in his/her power to make sure that his/her presentation

of the lesson attempts to address all these for all his/her learners. His/her presentation will create a learning atmosphere where learners will feel at home so that they will be able not only to learn but also to participate meaningfully in the learning process.

In the assessment of teaching performance of student-teachers, Tshiya College lays heavy emphasis on this component or aspect of teaching. This is clearly indicated by the number of marks allocated to this aspect, viz., sixty five (65). This aspect is also divided into five sub-categories, viz., introduction of the lesson; exposition of the new subject matter; conclusion; class control; time allocation and the didactic flexibility.

The introduction sub-category is further sub-divided into three sub-divisions, i.e., creating relationships or desirable atmosphere; posing a problem and actualisation of pre-knowledge. Exposition of the new subject matter is also sub-divided into three areas, viz., mastery of the subject matter; teaching strategy; and communication. The sub-category teaching strategy looks mainly at four aspects, i.e., questions posed by the student-teacher; his/her skill in chalkboard work; his/her use of other teaching aids; and methods or techniques used in the delivery of the subject matter.

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The other sub-category that is of importance looks at how the student-teacher concludes his/her lesson presentation. Major among aspects emphasised are actualisation of the lesson content; the extent to which set objectives were achieved; and functionalising, i.e., integration of pre-knowledge with new matter, application of new knowledge and mastery of the matter just presented. The student-teacher's approach to class control, allocation of time as well as the flexibility he/she introduces to the didactic situation are also important sub-categories of the lesson presentation that are being assessed.

Findings of this study indicate that in the lesson presentation category, the student teachers performed as follows;

Table 5: Assessment of Lesson Presentation

<30	= 4 (0,03)
30-34	= 10 (0,07)
35-39	= 37 (0,27)
40-44	= 60 (0,44)
45-49	= 19 (0,14)
50-54	= 3 (0,02)
55-59	= 2 (0,01)
n = 135	

Four (3%) of the students obtained a mark lower than thirty, i.e. their performance was at less than fifty percent of the performance expected. Ten (7%) of them performed between forty six (46%) and fifty two (52%) percent of the expected performance. The highest number of the students (60 or 44%) performed at the range of sixty two (61,5%) and sixty eight (67,7%) of the expected performance. Two (1%) students performed at the eighty five (84,6%) and ninety one (90,8%) percent range of the expected performance.

Performance at the sub-category level of the lesson presentation skill is indicated clearly by Table 5 on the next page.

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Table 6: Assessment of Sub-categories of Lesson Presentation

Skill	A	B	C	D	E	F	NOT RATED
3.1 a. Creating Relationships	7 (0,05)	48 (0,36)	51 (0,38)	24 (0,18)	3 (0,02)	1 (0,01)	1 (0,01)
b. Posing a Problem	14 (0,10)	42 (0,31)	45 (0,33)	29 (0,21)	4 (0,03)		1 (0,01)
c. Actualisation of Pre-knowledge	10 (0,07)	43 (0,32)	48 (0,36)	28 (0,21)	4 (0,03)		2 (0,01)
3.2 a. Mastery of Subject Matter	7 (0,05)	39 (0,29)	59 (0,44)	26 (0,19)	2 (0,01)		2 (0,01)
b. Teaching Strategy; Questions	8 (0,06)	33 (0,24)	67 (0,50)	22 (0,16)	2 (0,01)		3 (0,02)
Chalkboard	11 (0,07)	42 (0,31)	56 (0,41)	21 (0,16)	3 (0,02)	1 (0,01)	1 (0,01)
Other Teaching Aids	7 (0,05)	28 (0,21)	54 (0,40)	33 (0,24)	8 (0,06)	3 (0,02)	2 (0,01)
Methods/Techniques	3 (0,02)	37 (0,27)	60 (0,44)	29 (0,21)	3 (0,02)		3 (0,02)
c. Communication and Pupils Involvement	10 (0,07)	46 (0,34)	44 (0,33)	25 (0,19)	6 (0,04)		4 (0,03)
3.3 a. Actualisation of Content	8 (0,06)	33 (0,24)	49 (0,36)	35 (0,25)	7 (0,05)		3 (0,02)
b. Gaining of Objectives	7 (0,05)	32 (0,24)	57 (0,42)	28 (0,21)	5 (0,04)		6 (0,04)
c. Functionalising	7 (0,05)	37 (0,27)	46 (0,34)	34 (0,25)	4 (0,03)		7 (0,05)
3.4 Class Control	6 (0,04)	54 (0,40)	56 (0,41)	11 (0,08)	4 (0,04)		4 (0,03)
3.5 Time Allocation	5 (0,04)	39 (0,29)	71 (0,52)	10 (0,07)	3 (0,02)		7 (0,05)
3.6 Didactic Flexibility	3 (0,02)	49 (0,36)	54 (0,40)	21 (0,16)	3 (0,02)	1 (0,01)	4 (0,03)

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On the aspect of the ability of the student-teacher to create relationships or an atmosphere that would motivate and lead to proper attention and preparedness to learn from the learners, seven (7 or 5%) of the students received an A symbol. Forty eight (36%) and fifty one (38%) respectively obtained B and C symbols. Twenty seven (20%) of them were allocated a D (24 or 18%) and E (3 or 2%) symbols. One of them (1%) obtained an F symbol. One was not rated.

In the skill of posing a problem, fourteen (10%) students were allocated an A (excellent) symbol each. Forty two (31%) were allocated a B (very good) symbol while forty five (33%) were allocated a C (good) symbol. Twenty nine (21%) were each allocated a D (fair) symbol while four (3%) were allocated an E (poor) symbol. One was not rated.

In the actualisation of pre-knowledge, ten students (7%) obtained an A (excellent) symbol each. Many students (43 or 32%) obtained B (very good) symbols while forty eight (36%) obtained C (good) symbols. Four (3%) performed poorly and were allocated E symbols. Two (1%) students were not rated.

Mastery of the subject matter, which indicates the level to which the student-teacher has mastered the subject or topic being taught indicates interesting findings which will be discussed in the next chapter. Seven (5%) students were allocated each an A (excellent) symbol. Thirty nine (29%) were each allocated a B (very good) symbol. A C (good) symbol was allocated to most of the students than any other symbol (59 or 44%). Twenty eight (20%) students were allocated lower symbols i.e., D (19%) and E (1%). Again two were not rated in this sub-category.

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In the aspect of posing questions that are clear, well-aimed and eliciting pupils' reaction, eight (6%) students obtained an A (excellent) symbol each. Thirty three (24%) obtained a B (very good) symbol each. A bigger number (67 or 50%) were allocated a C (good) symbol each while twenty two (16%) and two (1%) were allocated a D (fair) and E (poor) symbols. Three (2%) were also not rated.

The skill of using a chalkboard was rated as follows; Eleven (7%) student-teachers obtained an A symbol each. Forty two (31%) and fifty six (41%) obtained a B and a C symbol respectively. A fair symbol, D, was allocated to twenty one (16%) of the students. Three (2%) and one (1%) obtained symbols indicating poor (E) and exceptionally poor performance (F). One was not rated.

Assessing the extent to which student-teachers were making use of other teaching aids during this particular period of practice teaching, it was found that seven (5%) of them were allocated an A (excellent) symbol each, while twenty eight (21%) were each allocated a B (very good) symbol. Fifty four (40%) obtained a C (good) symbol each while eight (6%) and three (2%) respectively were allocated an E (poor) and F (exceptionally poor) symbols. Two were not rated in this aspect.

The application of teaching methods or techniques that are suitable, meaningful and successful in the presentation of the lesson taught, indicates that only three (2%) students managed to obtain an A (excellent) symbol. However, thirty seven (27%) were able to obtain a B (very good) symbol, while a large number (60 or 44%) obtained a C (good) symbol. The rest obtained a D (fair) symbol (21%) and E (poor) symbol (2%). Again three (2%) were not rated here.

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In the aspect of communication with and involving pupils in the lesson, ten (7%) of the students were each allocated an A (excellent) symbol. Forty six (34%) and forty four (33%) were each allocated a B (very good) and a C (good) symbol. Twenty five (19%) and six (4%) were allocated a D (fair) and E (poor) symbols. Four (3%) were not rated.

Allocation of marks for the actualisation of content, which revolves around the conclusion of the lesson presented, shows eight (6%) students obtaining A (excellent) performance symbols each and thirty three (24%) obtaining B symbols. Again the largest number of students (49 or 36%) were allocated a C (good) symbol. Thirty five (25%) and seven (5%) respectively, were allocated D and E symbols. Three (2%) was not rated.

In the determination whether or not student-teachers were able to achieve aims or objective that they set themselves to achieve, it was found that seven (5%) students were allocated an A symbol each, while thirty two (24%) were each allocated a B symbol. In this sub-category too, fifty seven (42%) were allocated a C symbol while twenty eight (21%) and five (4%) were allocated a D and E symbol respectively. Six (4%) students were not rated.

In the assessment of the extent to which student-teachers were able to assist learners to integrate knowledge they had with new knowledge gained, as well as their ability to apply new knowledge, seven (5%) students obtained an A symbol each. Thirty seven (27%) and forty six (34%) each obtained B and C symbols respectively. Thirty four (25%) of the students obtained a D symbol and four (3%) obtained an E symbol. Seven (5%) of the students were not rated.

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An assessment of the extent to which student-teachers were able to manage control over the class during the lesson reveals that six (4%) performed at the A symbol level and fifty four (40%) at the B symbol level. Fifty six (41%) performed at the C, eleven (8%) at the D, and four (3%) at the E symbol levels in that order. Four (3%) were not rated.

Five (4%) students were allocated A symbols for time allocation to various aspects of the lesson. Thirty nine (29%) and seventy one (52%) were allocated B and C symbols in this aspect. Ten (7%) and three (2%) were each allocated D and E symbols respectively. Seven (5%) students were not rated.

On the aspect of continuous evaluation, accommodation of circumstances as they arise as well as reaction to pupils is concerned (didactic flexibility), three students (2%) obtained A symbols. Forty nine (36%) and fifty four (40%) obtained B and C symbols respectively. Twenty four (18%) obtained a D (16%) and E (2%) symbols. Four (3%) were not rated.

3.6 Findings based on Responses from Lecturers

Lecturers at the College, who have been involved in the process of evaluating student teachers were given questionnaires where they were requested to list skills that students were able to apply. Analysis of their responses indicate that students have been able to apply the following skills fairly well: lesson preparation (66%); chalkboard work (34%); class control (25%); lesson presentation(25%); and choice of subject matter (17%).

Lecturers are also of the opinion that student teachers were not able to apply other skills well. These are: questioning skill (25%); use of teaching aids (24%); language usage (17%); maintaining discipline (17%); creativity in the classroom (17%) and functionalising (17%).

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3.7 Synthesis

In this chapter, an empirical study of the findings made from an analysis of the evaluation forms used by lecturers in assessing performance of students during the process of practice teaching was made. Having tallied all mark allocations by lecturers , proportions for each were calculated. Results of those were then put in table form to make it easy to view and compare. Once this was done, each aspect was also briefly presented in a narrative form. A questionnaire completed by lecturers was also analysed and results presented.

The next chapter will present a discussion of the findings. From this, conclusions will be drawn and recommendations made.

CHAPTER 4
DISCUSSION OF FINDINGS

4.1 Introduction

This chapter will briefly present a discussion of the findings of the study. This is important to give a proper perspective of the study and findings and to relate those to literature and research in this field.

4.2 Personality and Appearance

4.2.1 Appearance

Proper appearance of teacher in front of a class, especially for the first time, is extremely important. This characteristic is emphasised by the College. The findings of this study indicate that the student teachers took this seriously as many of them (21%) were allocated top marks for this.

4.2.2 Bearing

Just like any one, student teachers bring into the classroom their own mannerisms, facial expressions and level of confidence. Each of these to some extent affect their presentation of the lesson as well as the manner in which their students accept and learn from them. Thus they should be used and controlled in such a manner that they contribute positively to the learning process and not take away from it. Findings of this study show that only a few of the student teachers were able to apply that skill in the manner acceptable for a teacher. Just about half of them (47%) performed at an average level. This, self-confidence, has also been identified by evaluators as not having been well displayed.

4.2.3 Teaching Style

Findings of this study indicate that something still has to be done to improve the teaching style of many of the students. The fact that those judged to have performed at the level of average is higher than any other category, is rather unacceptable.

4.2.4 Delivery and Language Usage

The instrument used to evaluate this is rather not very useful. The two skills, delivery and language usage would be better evaluated if they were separated. It is thus not very clear at this stage in which of the two did the students perform better. However, it is clear that student teachers did not do very well in this. Evaluators have also identified this as a problem, based on their responses to the questionnaire. The success of the teaching process depends to a very large extent on these two, and if students are not performing well, this raises a course for concern.

4.3 Lesson Preparation

Findings of this study indicate that evaluators are quite satisfied with the performance of student teachers in as far as lesson preparation is concerned. This is also revealed by analysis of the evaluation form.

4.3.1. Teaching Aims and Objectives

According to Table 4, many of the students were able to state their teaching aims and objectives meaningfully and they were clear, relevant and adequate. This is shown by the fact that the majority obtained a very good rating. Even the number of those who obtained an excellent rating is higher than those who obtained a rating of poor.

However, since the form used does not differentiate clearly between aims and objectives, it is not possible to determine if all the students were able to state both aims and objectives as correctly and as clearly as the assessment suggests. It is also not clear how lecturers made their assessment, e.g., did they assess the correctness of both the statement of aims and objectives, or one of them and on the basis of that made their judgement? This is something that the College may have to give serious attention to. It is possible for a student to state the aim clearly but be unable to state the objectives as they should.

As stated earlier on, Petty (1993:292) states that "aims or educational goals are statements of intent that usually describe what the teacher hopes to achieve. They are rather broader and generalised. Objectives, on the other hand, are much more precise and testable. They are normally expressed in terms of the learner, i.e., clearly indicating what the learner will be able to do after going through the lesson presented. Petty (1993:293) prefers to call these 'learning outcomes'. Cohen, Manion and Morrison (1996:57) also agree with Petty when they define an aim as a general expression of intent while an objective is characterised by greater precision and specificity.

It is thus clear here that while the majority of student teachers have obtained good ratings in this category, there is still this doubt as to on what aspect of the category did they perform this well.

4.3.2 Methods

In as far as the statement of methods is concerned, findings indicate that many students were not able to suggest the most appropriate, correct and original methods that they would use. This is shown by the fact that close on half of them were assessed to have been good, which in as far as the assessment form is concerned, that is about an average performance.

This suggests that some work may have to be done at the College to assist students in selecting appropriate, correct and original methods of presentation.

4.3.3 Lesson Design

Our findings suggest that the quality of lesson design among the students assessed was not very good. Only seven percent (7%) of them were able to provide excellent lesson designs, while many operated at a lower level (good). We also find some (1%) who obtained a poor rating. Elaboration on lesson design as stated in the form used, however, is not easy to understand. One is thus not sure if all lecturers were using the same criteria in assessing students. Quality in this case could be defined as a measure of the lay-out of the lesson plan, the system followed, inclusion of adequate details by the student teacher as well as neatness of the design. It is thus not clear which of these aspects were taken into consideration by the assessors. It is possible that some of the students could have handled one or more aspects of the design properly, and other aspects not so well. This would explain the assessment of "good" allocated to most students.

4.3.4 Teaching Aids/Materials

It would seem from our findings that many students teachers who were assessed at this time had difficulties selecting appropriate teaching aids to use in the presentation of topics they were to teach. The fact that assessment of this aspect was based on how suitable and relevant those were to the topic, as well as how adequate they were for the presentation, seem to suggest that some work still has to be done to enable student teachers to improve on this. This aspect also looks at the originality brought by the student and the trouble taken in the selection of teaching aids to be used.

However, the assessment protocol does not give a clear indication on how each of the aspects here stated should be assessed. It is thus difficult for the researcher to identify exact areas of weakness on the part of the students. It is also not clear how assessors arrived at their mark allocations.

It is possible that a student could have made an effort in finding suitable teaching aids and has also found teaching aids that they and the assessor could agree that were relevant and yet not adequate and not showing much originality on the part of the student. It would thus have been most useful if the form were to make provision for the assessor to indicate how the student fared on each of the stated components. On the other hand, the form would be rather too cumbersome and would overwhelm the assessor.

The marks allocated to student could thus be accepted as the best and fairest that each assessor could allocate given that each was knowledgeable about what is acceptable and what is not.

4.3.5 Choice of Subject Matter

Performance of many student teachers in applying the skill of selecting the subject matter of presentation well in terms of scope or quantity, arrangement and relevancy to aims or the topic of presentation during the period of practice teaching was not very good. Again, it is difficult, in terms of the form used, to determine clearly how students performed in components of this aspect, e.g., scope, arrangement, relevance to aims and objectives as there is no provision for the evaluator to give specific attention to each one. The assessment made here, therefore, relies on the overall rating for the aspect.

It is assumed that because of their experience as teachers and teacher educators, evaluators were able to make correct assessment of students' application of the skill and that can be taken as appropriate indication of the said performance. Our findings, therefore, suggest that there is much room for improvement in this aspect as well.

Looking at the overall performance of the students in as far as lesson preparation is concerned, we find that the students were able to apply the skill of stating their teaching aims and objectives much better than they were able to apply others.

Worse off was their ability to choose teaching aids that were suitable and relevant to the topic and indicating their originality in such a selection. There is therefore, a need for the College to stress this aspect in the course of training.

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4.4 Lesson Presentation

4.4.1 Introduction

Three aspects in this component were evaluated, viz., creating relationships or desirable atmosphere, motivation and inclination to learning; posing a problem; and actualisation of pre-knowledge.

4.4.1.1 Creating Relationships

While creation of a good relationship in the classroom is such a crucial aspect of the teaching process, it is rather disappointing to see only about five percent of the student teachers performing at a level that could be regarded as excellent.

However, the majority of them have performed at the levels of very good and good. In a way, this is encouraging as it indicates that with time those students should be able to be improve on this skill. It is rather disconcerting to note that some of the students were eve rated at poor and very poor. While it is to be expected that not all students would perform at high levels, it is important for the College to take note of this because this is a point of entry for the teacher in the classroom and whatever follows later depends on what happens here.

4.4.1.2 Posing a Problem

Application of the skill of posing a problem was also not very well applied. Evaluators have also stated this in their responses. However, it is encouraging to see the number of students performing at the level of excellent high (10%). While it would have been good to see most of them performing at this level, it can be assumed that they will improve as they become more familiar with the classroom situation.

4.4.1.3 Actualisation of Pre-knowledge

To a large extent, application of this skill agrees with the previous two. It can again be mentioned that the College might wish to improve on this as it is important for a teacher to assist the learner to link the knowledge they are bringing to the classroom with that which is to be presented.

4.4.2 Exposition of the New Subject Matter

4.4.2.1 Mastery of the Subject Matter

Findings of this study seem to suggest that there is a fundamental lack of mastery of the subject matter of tuition among the student teachers. This has also been identified by evaluators. Being their specialist subjects, one would have expected most of them to show a much greater knowledge of those subjects that the findings indicate. This, however, may not relate directly to the purpose of this study as it is not the duty of the College to teach the content of the subjects that the students have chosen as their method subjects.

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4.4.2.2 Questions

The art of questioning seem to have been used quite satisfactorily by the students. However, it would be a good thing if most of them were to be found to be performing at a higher level than this study has found. It is very important that the teacher should make use of proper questioning techniques so as to illicit curiosity and the desire to learn in the learners.

The evaluation form used by the College also shows some shortcomings in that it does not provide enough space and scope for the evaluator to indicate whether or not the questions posed were clear, well-aimed and eliciting pupil reactions. Thus, it is very difficult to say which aspect(s)

of the questioning technique was (were) evaluated an how the overall score allocated was arrived at. This is something that the College might want to look at in order to be able to assist students to improve their questioning skill. It is also encouraging to see evaluators pointing out that this skill was not properly applied by student teachers.

4.4.2.3 Chalkboard

While the skill in the use of the chalkboard is found to be within acceptable standards, it is also very difficult for the study to say which aspect of this skill was handled well and which still needs improving. The form lists four very important aspects of this skill, viz., neatness, legibility, lay-out and effectiveness. However, there is no provision for an evaluator to judge each of those on its own. Performance of the student teachers in this case thus cannot be easily linked to specific aspects that they need to improve or where they performed well.

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This is supported by the fact that although on the basis of the evaluation form performance on this aspect was fairly good, evaluators are not very enthusiastic about it.

4.4.2.4 Other Teaching Aids

The effectiveness of a teaching situation depends, among others, on the kind of teaching and learning aids that the teacher uses. One of the skills that the College is supposed to be teaching to student teachers is that they should able

to bring in teaching aids that will enhance both the teaching and learning processes. Selection and use of such aids is very crucial as too many and too complicated or unfamiliar aids might actually detract learners from learning. The same is true of the manner in which the teacher uses them. The success of the lesson presented then, depends of how the teacher has selected his/her teaching and learning aids as well as how he/she uses them.

Findings of this study indicate that a few student teachers were able to select and use teaching aids other that the chalkboard effectively. The majority of them (40%) used teaching aids in a manner that could be said to have been satisfactory. It is also noted that there were students who may either have not brought in other teaching aids or did not use them as well as they should have. Again, it is rather difficult to pin down the problem here as the instrument that is been used does not distinguish between those who did not bring in other teaching aids from those who did not use them effectively.

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4.4.2.5 Methods/Techniques

Methods of presenting the lesson are extremely important for the success of the lesson. More often than not, teachers tend to use those methods with which they are familiar and these, in most cases, are those that they see their own teachers using. In the case of student teachers, specific attention is normally given by lecturers on the kind of methods that are appropriate in various situations as well

as in the teaching of specific subjects and lessons. It is to be expected that student teachers when going out to do practice teaching, they will most probably use those methods that they have learned in their own classrooms. It is thus to be expected that in their evaluation of the students' lessons, lecturers will look very closely at the methods that the students are using and how they use them.

The findings of this study indicate that extremely few (2%) students matched expectations of the evaluators. An equal number (2%) completely missed the boat by being judged as having performed poorly in this aspect. The majority of the students performed at the level that may be considered acceptable.

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The problem with the form used also come in again. It is not clear, given the three descriptors given for this skill, which aspect was given major attention. Depending on who is making the judgement, different students could be judged differently, depending on the understanding of the evaluator on what he or she regards as important. This could have resulted in the kind of findings that we have. It could also be argued, however, that the three descriptors, suitability, meaningfulness and success, refer to the same thing and so whatever mark that is allocated measures one and the same performance.

This is something that the College may want to clear to make sure that whatever mark is allocated to a student reflects actual performance of that student. This is also evidenced by the fact that this aspect has also been identified by evaluators as needing some attention.

4.4.2.6 Communication and Pupil Involvement

Pupils involvement and proper communication with them play a very important role in the teaching process. Whether or not learning has been successful can be judged by responses, orally or in writing, that the teacher is receiving from the learners. It is on the basis of this information that the teacher can tell if he or she has been successful or not, and know what area or areas, if any he or she has to handle again with all or selected learners.

Our findings in this study indicate that student teachers performed well in the application of this skill. This is evidenced by the fact that while only seven percent of them were judged as having performed excellently, many of them (34%) were judged as having performed at the level of very good. However, there are still those who performed poorly (4%). This, however, is to be expected in any situation.

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The above findings are substantiated by the fact that although the evaluators were not fully impressed by student teachers' application of this skill, it was mentioned as one of those which were fairly well applied although there is still need to improve on it.

4.5 Conclusion

Having been involved in the process of presenting new material and linking this with knowledge that learners bring with them to class, the teacher is expected at the end of the period to round off and to bring some kind of closure to the lesson just presented. This is very important as it is an activity that show the learners how things fit together and how they relate to one another. It is at this time that the teacher can determine if his or her objectives have been achieved.

4.5.1 Actualisation of Content

The purpose of a teaching encounter is to make sure that those being taught gain knowledge and make it part of their own. Unless this happens, it would be a useless exercise for a teacher to spend time with anyone. Actualisation of content here could be described as a process where a learner takes that which has been presented or taught to him or her, make it his or her own, feels that it is part of his or her repertoire and is confident to present it to another person in his or her own way and manner that will not appear like he or she is simply repeating what was taught to him or her.

It may seem difficult, within as short a space of time as student teachers have to present their lessons, to fully judge this. However, it can be done if the teacher constantly interacts with the learners, particularly on an individual basis.

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In as far as this aspect is concerned, the study indicates that a number of student teachers (6%) performed excellently in this skill. While one would have liked to see over fifty percent of the student teachers doing very well in this skill, it is found that sixty six percent (66%) of them performed at the level of good and above. It is in the interest of education for the College to find ways in which this skill could be improved.

4.5.2 Gaining of Objectives

The lesson presented cannot be judged to have been successful unless lesson objectives shall have been achieved. This is the crux of the matter. It is rather disturbing that this study should indicate that only five (5%) percent of the students have been judged at having performed excellently in this, and three (3%) percent having performed poorly.

While it is a fact of life that we cannot all perform at the very high level, one would have expected the majority on student teachers to have performed at a very high level. Our study shows that the majority performed at the level that could be described as average. This, in the view of this researcher, is not good enough and has to be given special attention.

4.5.3 Functionalising

Functionalising content just acquired forms a very important aspect of learning. This is a process where the learner, with assistance from the teacher, integrates knowledge with which he or she came to class with new matter that he or she has just acquired.

It is also a stage where the learner has to show that he or she can apply new knowledge and thus has mastered what was presented to him or her. As stated above, the role of the teacher in this process is crucial as the learner on his or her own may not be able to do so. In judging, therefore, whether or not this stage has been reached, one needs to look both what the learner is able to do as well as what the teacher is doing in facilitating the process.

This study shows on that one side, a few (5%) of the students were able to do this in an excellent manner. On the other, also a few (4%) had not mastered this skill. However, while the number of students who were seen as having performed at or above average is higher than of those whose performance was found to be below average, the College may wish to look at this aspect so as to increase the number of those who have really mastered the skill.

4.6 Class Control

As control in the classroom is so important to ensure that proper learning takes place, it is rather worrying to see that only a few (4%) student teachers were allocated a mark indicating excellent performance. It is consoling, however, to see that a great majority (81%), though not performing at the level of excellence, was judged to have had control of the class at or above the level of average. Evaluators, to some extent, also agree with this.

4.7 Time Allocation

Time management is one very important skill that any teacher should ensure that they can master. Unless this happens, the teacher may found that their preparation was either too much or too limited. Either of these leads to problems arising in the classroom.

This study has found that there needs to be a re-look at the College concerning the ability of student teachers managing their teaching time effectively. The findings that only a few students were judged as having managed or allocated time appropriately to various aspects of their lessons, and the majority (52%) performing at the level of average, supports are statement above.

4.8 Didactic Flexibility

No teaching situation can proceed at all times as planned. A good teacher will always be fully aware of this and be prepared for whatever might happen during presentation. Factors such as boredom, hyperactiveness and some kind of disruptive behaviour on the part of one or a few learners, which are normal in any situation, may begin to set in. Unless the teacher is prepared to deal with those, they may disturb a situation that should be flowing smoothly.

Didactic flexibility in this case looks at the manner in which the teacher intersperses his or her teaching with aspects such as periodically taking stock of what is happening in the classroom and moving his teaching in directions that ensure that possible disruptive behaviour and boredom do not detract from the purpose of the process of teaching learning.

The study has found that only a few student teachers (2%) were able to perform at the level considered as excellent. One the other side, the study has also found that an equal number of students performed at the level regarded by their lecturers as poor and others (1%) even at exceptionally poor. This is one of the four instances in the whole study where an allocation of exceptionally poor performance has been found. This aspect has also been identified by evaluators as one of those that have not been properly applied by student teachers. The majority of student teachers, however, were found to have been able to act in a manner that is either at or just above average.

4.9 Synthesis

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This chapter presented discussions of the findings of the study. It also looked at and presented some shortcomings of the evaluation form (instrument) that is currently being used by the College to evaluate performance of students in their teaching practice. It came out in the discussion that students at Tshiya College of Education do, to a large extent, apply the skills that they have learned at the College in their teaching activities. However, it also was pointed out that there are areas that need to be improved.

The next chapter will present the summary, conclusions and recommendations of the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The professionalism of the teacher consists not only of the knowledge of the insight of teaching but also of different skills of application of learned knowledge and insight in order to achieve planned objectives.

A student teacher who qualifies as a teacher must be thorough in order to be accepted as a competent teacher. He or she should not only have knowledge of children or learners and the subject matter of tuition, but must also have knowledge of presenting the content successfully. This is a difficult task which cannot be acquired through knowledge from books only, but which must be learned by applying that knowledge in practice. That is why practice teaching plays such an important role in the preparation of students as teachers.

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The preparation of teachers has to be based on both theory and practice. These two aspects, however, must be presented in an integrated manner. The theory that they learn or acquire at the College must be a foundation for practice in the classroom.

The purpose of this study was to look at the extend to which Secondary Teachers Diploma (STD) students at Tshiya College of Education apply skills that they were taught during the period of their education in their teaching practice. This was found to be important because it is very essential that at the time when the Ministry of Education nationally is emphasising the culture of teaching and learning (COLTS), students that are turned out of Colleges as teachers should be able to contribute to that campaign by the manner in which they are teaching. A study of this nature will then be able to assist the College in reviewing its methods of teaching, if need be, in order to fit in with the required standard of teaching.

The study concentrated then on an analysis of evaluation forms that lecturers used during two separate sessions of practice teaching. The value of this is that two different groups of students were used and the findings were averaged out. This was done in order to eliminate the biasness that might have been introduced by looking at one group which could not have sufficiently represented the overall picture of students at the College. It must be pointed out, however, that it would have been even better to have used more than two groups. However, this was not possible because the College does not normally keep copies of those evaluation forms and it thus was not possible for the researcher to use more than two groups.

The views of the lecturers involved in the process of evaluating student performance were also sought out. This was done to do a cross check on the findings based on the analysis of evaluation forms. The findings based on the questionnaire given to the lecturers to a large extent supported the findings of the analysis.

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In the review of the literature, the researcher concentrated on those aspects that have relevance to the study. While a broad approach on this was taken, special attention was given to those aspects that would shed light on skills that are specifically emphasised at the College. The literature studied was thus very helpful in indicating the value of the various skills that are under discussion.

Chapter 3 of the study concentrated on the analysis of evaluation forms received from the lecturers who were involved in the assessment of students. While these were done according to subjects taught, it was not the aims of the study to look at each subject in turn, but to see the overall picture of the application of skills taught. Thus, the data obtained was grouped and proportions calculated.

Taking all the findings together, it was found in general, student teachers have been able to apply skills they learned at the College in their practice teaching. In almost all cases, their application of those skills would assume bell-shaped

curves if they were to be put in graph form. While this is to be expected in any normal situation, the disturbing fact is that the bell in almost all cases, reaches its peak at the average point (C). It would have been more preferable if the peak were to be more at the 'above average' (B) point. In the case of appearance as shown by the Table 2, the peak of the bell is at the point of above average. The table also indicates it also starting much higher than all others, i.e., at 21%. This is almost true for Table 4 (2.1) depicting statement of teaching aims/objectives except that the latter starts at a lower level just like all others.

Another disturbing fact is that in almost all instances, the end-point indicating below average or poor, is situated at levels lower than they started. This shows that the number of student teachers failing to apply skills taught at the College is higher that of those who have been very able to apply them well. This is something that the College and lecturers would have to take a serious look at. An assumption made here, however, is that the allocation of marks by the evaluators is a true reflection of the performance of each student.

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One major flaw that has surfaced is the fact that there seem to be inconsistency in the manner in which the form is used by various evaluators. This may be caused by the fact that the form itself does not make it easy for objectivity to prevail because some skills tend to have more than one aspect that need to be judged.

5.2 Conclusion

Teaching is not a competence that can be developed in a haphazard manner. It has to be acquired through a concerted and deliberate effort to develop skills essential for the success of the activity in the one learning to became a teacher. To become a successful teacher, therefore, one has to be taught and be prepared to imbibe and practice those skills that make a good teacher.

On the basis of the findings and discussion above, the research comes to a conclusion that the student teachers in question have, to a large extent, been able to apply most of the skills that they were taught at the College. Although there are areas that still need to be improved, on the whole these are not many. It has also come to the notice of the researcher that the evaluation form currently in use has some flaws that need to be corrected.

5.3 Recommendations

From the findings of this study, the following recommendations can be made:

* The form used in evaluating the performance of student teachers needs to be revised so that it measures aspects that need to be measured as accurately as possible. For example, there should be a clear demarcation between statement of teaching aims and objectives. This will make it much easier for evaluators and students alike to know aspects where they need to improve.

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* The fact that performance of student teachers has been found to centre mostly around the average point, suggests that there need to be an improvement in the emphasis laid by the College on various skills that are regarded as important in teaching. This may be done by increasing the time that student teachers spend in practising those skills at the College. Some of the lecturers have also mentioned this as a way of helping them better be able to apply those skills.

* The fact that there seem to be inconsistency among evaluators in the use of the form, suggests that there may be inconsistency as well in the determination of the extent to which student teachers are able to apply skills taught at the College. It is therefore recommended that there should be an agreement among evaluators as to what various terms used in the form used mean as well as how they are to allocate marks. It is therefore recommended that workshops should be run by the College where such an agreement will be arrived at.

* The fact that mastery of the subject matter tend to be low among student teachers, suggests that the College may have to increase the period during which subject content is given attention. This is important because should these students leave the College with such low knowledge of the content of the subjects that they are to teach in schools, they are likely not to teach as effectively as they should. While an assumption may be that they will become better as they mature in teaching, it would be dangerous to allow them to leave the College with scanty knowledge of the subject.

* It would seem some of the student teachers are not displaying sufficient levels of confidence when doing practice teaching. This has to be attended to seriously as learners may not develop confidence in the teacher who him/herself does not show it.

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APPENDIX 1

QUESTIONNAIRE FOR LECTURERS

Dear Colleague,

As you are aware, I am currently working on an analysis of the extent to which our third year S T D students are applying skills that they are taught at the College during their practice teaching. I have looked at evaluation forms but that information would not be complete until I have heard from evaluators. I am thus kindly requesting you to give me a few minutes of your time to complete this short questionnaire. You do not have to write your name as the information that I will be getting will be used mainly to compare with that which I obtained form the evaluation instruments.

1. On the basis of your participation as an evaluator, which skills did you find our students performing particularly well? Please list them in a descending order, e.g., best, second best, third best, etc.

   1 .....

   2. .....

   3. .....

   4. .....

   5. .....

   6. .....

2. Which ones did you find them performing poorly or not so well? Please list them from worse to better.

   1. .....

   2. .....

   3. .....

   4. .....

   5. .....

   6. .....

Any comment(s)?.....

.....

.....

.....

Thank you very much

Sincerely

.....

M M Makume

APPENDIX 1

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   1. .....

   2. .....

   3. .....

   4. .....

   5. .....

   6. .....

Any comment(s)?.....

.....

.....

.....

Thank you very much

Sincerely

.....
M M Makume

NDIX 2

TSHIYA COLLEGE OF EDUCATION

TEACHING PRACTICE: LESSON EVALUATION

TUDENT ..... DATE ..... FINAL MARK

OURSE ..... NO OF PUPILS ..... %

CHOOL ..... STANDARD .....

UBJECT ..... LANGUAGE MEDIUM .....

OPIC ..... CRITERIA .....

	X	EVALUATION A	B	C	D	E	F	REMARKS
PERSONALITY AND APPEARANCE 15								
1.1 Appearance: Groomed, Neat & Flashy.								
1.2 Bearing: Self-confidence; mannerisms; facial expression; animated/dull; spontaneous/tense.								
1.3 Teaching style: Attitude; enthusiasm; motivating ability; gaining attention.								
1.4 Delivery and language usage: Quality of voice, articulation, clarity, fluency and correctness.								
LESSON PREPARATION 20								
2.1 Teaching aims/objectives: Meaningful, clear, relevant.								
2.2 Method/s: Appropriate, correct, original.								
2.3 Lesson design: Quality, layout, system, neatness.								
2.4 Teaching aids/materials: Suitability, relevancy, originality.								
2.5 Choice of subject matter: Scope/quantity, arrangement/ logical, relevancy to aims/topic.								
PRESENTATION 65								
3.1 Introduction								
a] Creating relationships/desirable atmosphere, motivation and inclination to learning.								
b] Posing a problem: Problem-observation, pre-knowledge.								
c] Actualisation of pre-knowledge: Recalling and linking.								
3.2 Exposition of the new subject matter								
a] Mastery of subject matter: logically and clearly presented.								
b] Teaching strategy:								
▪ Questions: Clear, well-aimed, pupils' reaction.								
▪ Chalkboard: Neatness, legibility, lay-out, effectiveness.								
▪ Other teaching aids: Effectivity, synchronisation.								
▪ Methods/techniques: Suitability, meaningfulness, success.								
c] Communication and pupil involvement: Individual/class.								
3.3 Conclusion								
a] Actualisation of content: Insight, productive thinking.								
b] Gaining of objectives: Achievement of aims/objectives.								
c] Functionalising: Integration of pre-knowledge/new matter, application of new knowledge, mastery.								
3.4 Class control: Guidance/control, reaction, discipline.								
3.5 Time allocation: Realistic, pace, profitability of time spent.								
3.6 Didactic flexibility: Continuous evaluation, accommodation of circumstances, reaction to pupils.								

ADJUDICATOR .....

X A: Excellent B: Very good C: Good D: Fair E: Poor F: Exceptional po

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APPENDIX 3

Table 1: Assessment of Personality and Appearance

<10	= 8 (0,06)
10	= 13 (0,10)
11	= 16 (0,12)
12	= 27 (0,20)
13	= 41 (0,30)
14	= 20 (0,15)
15	= 10 (0,07)
	n=135

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Table 2: Assessment of Sub-categories of Personality and Appearance

Characteristic	A	B	C	D	E	F	NOT RATED
1.1 Appearance: Groomed, Neat and Flashy	29 (0,21)	79 (0,59)	26 (0,19)	1 (0.01)			
1.2 Bearing	12 (0,09)	57 (0,42)	58 (0,43)	8 (0,06)			
1.3 Teaching Style	9 (0,07)	51 (0,38)	58 (0,43)	16 (0,12)	1(0,01)		
1.4 Delivery and language Usage	11 (0,08)	50 (0,37)	57 (0,42)	15 (0,11)	1(0,01)		1 (0,01)

Table 3: Assessment of Lesson Preparation

<7	=	3 (0,02)
7 -9	=	5 (0,04)
10-12	=	30 (0,22)
13-15	=	67 (0,50)
16-18	=	30 (0,22)
n = 135		

Table 4: Assessment of Sub-categories of Lesson Preparation

Skill	A	B	C	D	E	F	NOT RATED
2.1 Teaching Aims/Objectives	9 (0,07)	58 (0,43)	47 (0,35)	19 (0,14)	1 (0,01)		1 (0,01)
2.2 Methods	8 (0,06)	37 (0,27)	62 (0,46)	24 (0,18)	3 (0,02)		1 (0,01)
2.3 Lesson Design	10 (0,07)	33 (0,24)	64 (0,47)	26 (0,19)	2 (0,01)		
2.4 Teaching Aids/Materials	9 (0,07)	38 (0,28)	49 (0,36)	32 (0,24)	4 (0,03)		3 (0,02)
2.5 Choice of Subject Matter	9 (0,07)	45 (0,33)	50 (0,37)	26 (0,19)	5 (0,04)		

Table 5: Assessment of Lesson Presentation

<30	= 4 (0,03)
30-34	= 10 (0,07)
35-39	= 37 (0,27)
40-44	= 60 (0,44)
45-49	= 19 (0,14)
50-54	= 3 (0,02)
55-59	= 2 (0,01)
n = 135	

Table 6: Assessment of Sub-categories of Lesson Presentation

Skill	A	B	C	D	E	F	NOT RATED
3.1 a. Creating Relationships	7 (0,05)	48 (0,36)	51 (0,38)	24 (0,18)	3 (0,02)	1 (0,01)	1 (0,01)
b. Posing a Problem	14 (0,10)	42 (0,31)	45 (0,33)	29 (0,21)	4 (0,03)		1 (0,01)
c. Actualisation of Pre-knowledge	10 (0,07)	43 (0,32)	48 (0,36)	28 (0,21)	4 (0,03)		2 (0,01)
3.2 a. Mastery of Subject Matter	7 (0,05)	39 (0,29)	59 (0,44)	26 (0,19)	2 (0,01)		2 (0,01)
b. Teaching Strategy; Questions	8 (0,06)	33 (0,24)	67 (0,50)	22 (0,16)	2 (0,01)		3 (0,02)
Chalkboard	11 (0,07)	42 (0,31)	56 (0,41)	21 (0,16)	3 (0,02)	1 (0,01)	1 (0,01)
Other Teaching Aids	7 (0,05)	28 (0,21)	54 (0,40)	33 (0,24)	8 (0,06)	3 (0,02)	2 (0,01)
Methods/Techniques	3 (0,02)	37 (0,27)	60 (0,44)	29 (0,21)	3 (0,02)		3 (0,02)
c. Communication and Pupils Involvement	10 (0,07)	46 (0,34)	44 (0,33)	25 (0,19)	6 (0,04)		4 (0,03)
3.3 a. Actualisation of Content	8 (0,06)	33 (0,24)	49 (0,36)	35 (0,25)	7 (0,05)		3 (0,02)
b. Gaining of Objectives	7 (0,05)	32 (0,24)	57 (0,42)	28 (0,21)	5 (0,04)		6 (0,04)
c. Functionalising	7 (0,05)	37 (0,27)	46 (0,34)	34 (0,25)	4 (0,03)		7 (0,05)
3.4 Class Control	6 (0,04)	54 (0,40)	56 (0,41)	11 (0,08)	4 (0,04)		4 (0,03)
3.5 Time Allocation	5 (0,04)	39 (0,29)	71 (0,52)	10 (0,07)	3 (0,02)		7 (0,05)
3.6 Didactic Flexibility	3 (0,02)	49 (0,36)	54 (0,40)	21 (0,16)	3 (0,02)	1 (0,01)	4 (0,03)