AN EVALUATION OF A COMMUNICATION COURSE OFFERED AS PART OF AN ELEMENTARY TEACHER TRAINING PROGRAM

by

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The purpose of this study was to determine if elementary student teachers applied the training received in a communication course on a thirteen week practicum, and if so, what specifically was applied or transferred. The practicum took place a year after the communication course; this study was undertaken nineteen months after the completion of the communication course. The participants had obtained a bachelor's degree prior to enrolling for a two year teacher training program. The critical incident technique and a structured questioning technique were used respectively in an intensive interviewing process. The findings reveal that the transference occurred in terms of attitude, knowledge, and skills from the experience of the communication course to the practical experience of the thirteen week practicum. These factors were helpful in creating a focused and motivating presentational style, verbally and nonverbally, and in reducing stress and conflict in interactions with students, parents and colleagues. Student teachers were adamant in stating that the success of their learning was due to the positive atmosphere of the communication course, the caring, enthusiastic and motivating nature of the instructors, and the bonding which occurred between the participants as a result of this caring. These factors provided the basic human needs of affection and community.
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CHAPTER I

INTRODUCTION

Recent changes in the societal and economic fabric of the Canadian society have had a significant impact on educational philosophy and practice in British Columbia. As a result, the University of British Columbia's Faculty of Education undertook an investigation into the most recent research concerning teaching, learning and the preparation of teachers for contemporary schools (CUPR, 1983). Based on the findings, the elementary teacher training program of the faculty was dramatically revised in 1987. Included in this revision was the introduction of a new course entitled (EDUC 316) "Communication Skills in Teaching", consisting of the presentation of communication skills necessary for the teacher to be an effective communicator in the school environment. The purpose of this study was to determine the specific impact of this course on student teachers in terms of their teaching on a thirteen week practicum.

The necessity for a course in communication skills for the elementary school teacher is evident upon an examination of the changing Canadian society, and the direction that
education is taking in the 1990's as a result of these changes.

Several major issues are reshaping Canadian society: significant increases and changes in the immigrant population, cultural and language issues, a breakdown of the family unit, resulting in more single-parent families and higher levels of poverty.

In the 1960's, 85% of the immigrants to Canada were from Europe or North America. Culturally this group was not noticeably dissimilar to the Canadian culture it was joining. The remaining 15% of the immigrants were categorized as "Other". In 1989, 42% of the immigrants were in the 'European/North American' category, and 58% in 'Other' (Statistics Canada, 1989).

These changes in the cultural make-up of Canada were recognized in 1988 by the passing of Bill C-93, 'An Act for the preservation and enhancement of multiculturalism in Canada'. This Act officially acknowledged the inevitable change in the Canadian ethnic composition which was taking place. In addition, this Act was created to 'preserve and enhance the use of languages other than French and English, while strengthening the status and use of the official languages in Canada' (Bill C-93, [i]).

In 1988, 32% of the total immigration for that year (160,789) were listed under the category of "Family Class", and of these, 51% could speak neither of the official
languages (Immigration, Canada, 1988). The city of Vancouver, B.C., where 11% of those in this category settled in 1988, would appear to be the prototype of what could be expected in other school districts in the near future. A survey of Vancouver elementary enrollment for 1988 revealed that 48.9% of the total elementary enrollment were ESL (English as a Second Language) students (Student Assessment And Research Branch of the Vancouver School Board, 1988.)

In addition to these children, who are culturally and linguistically disoriented in the classroom, are the increasing number of children from single parent homes (Fraser, 1990). An increase in poverty relates to both of these groups. One child in six under the age of sixteen is affected by poverty (CTF Report, 1989). This status may result in "...less motivation to learn...delayed cognitive development...lower achievement ...different types of student-teacher interaction ... interrupted school attendance and an increased risk of illiteracy" (Children, Schools and Poverty, CTF, 1989).

The implications of these societal and economic changes for the teaching profession have been recognized and addressed by the British Columbia Ministry of Education, the British Columbia Teachers' Federation and the Faculty of Education at the University of British Columbia.

The Ministry of Education, in recognition of the above issues instituted the Sullivan Royal Commission on Education
(August, 1988). A review of the recommendations of this report resulted in radical and fundamental changes to the provincial school curriculum. These changes are extensively articulated in the document *Year_2000: A Framework For Learning* (1990). The mandate for the school system reads: "The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustained economy" (p. 3). The effect of the changes on the role and functioning of the teacher in this new framework is discernible upon examination of the following statements:

"1. Learning requires the active participation of the learner;

2. People learn in a variety of ways and at different rates;

3. Learning is both an individual and social process;" (Year_2000, 1990, p 7-8).

The term "learner-focused" is used throughout this document.

The British Columbia Teachers' Federation (BCTF) commissioned an investigation into the needs of a proficient teacher, relative to what was in that teacher's training. (Flanders, 1980). There was an agreement among practising teachers that an effective way to develop a teacher was to provide a short period of intensive skill training, basically on how to handle oneself effectively in the classroom. This would ensure that basic skills are acquired
before entering the classroom. Many teachers reported that under the current system they acquired these skills haphazardly, and too late, if ever.

Further BCTF documentation of teachers' needs were stated a year later:

"It was our feeling that there must be included in a teacher education program some provision for the student's personal growth, which will be of help in sustaining him or her throughout their teaching career. Specifically we see lack of attention to the following areas:

1. Assertiveness training
2. Self-evaluation
3. Development of personal philosophy
4. Interpersonal relations
5. Basic communication skills
6. Coping with stress and learning how to set limits"

(The Thirty Ills of Teacher Education, BCTF, 1981)

In the same document, under the title of 'Classroom Management Techniques' reference is made to the need for conferencing strategies with pupils, parents and teaching colleagues or administration.

The Faculty of Education at the University of British Columbia in 1987, in accordance with the changes which training teachers would encounter in the classroom, revised its elementary teacher training program. A significant part of this program was a new course entitled Communication Skills in Teaching (EDUC 316). This intensive two-week course was offered and staffed by the Department of Language Education in co-operation with the Department of Counselling
Psychology. Two and one-half hour morning lectures for the full student body (230 student teachers in 1988) were followed by three-hour seminars in the afternoon.

Lectures were presented in a collaborative team-teaching fashion. Two instructors, one from each respective department, were assisted by seminar leaders, also from both departments, in role-playing, lecturing and oral interpretation. Teachers and erstwhile student teachers, when appropriate, were included as guest speakers. The use of video tapes, music and overhead projectors was incorporated into presentations. A course outline is to be found in the Appendix (Appendix A).

The topics addressed in the lectures in this two-week period included:

- The Communication Process
- Self-concept in the Communication Process
- Speech Communication
- Nonverbal Communication modes
- Listening Skills
- Communication Skills
- Interview Skills
- Barriers to effective communication
- Understanding group behavior
- Review of Communication - The Teacher

(Student Handbook, Elementary Education Program, Teacher Education Office, UBC, p. 26).

Seminars, consisting of fourteen student teachers and a seminar leader, featured practical application and discussion of the concepts presented in the morning lectures. A manual consisting of the activities to be undertaken created a level of consistency amongst the groups
(Appendix B). An essential aspect of the seminar experience was the extensive videotaping of presentations. These feedback experiences created the opportunity for the student teacher to develop speaking and listening skills and the ability to provide constructive feedback.

The overall intent of the course was to present student teachers with knowledge, skills and attitudes which would directly aid them in becoming effective communicators in the school environment.

STATEMENT OF PROBLEM AND PURPOSE OF STUDY

The inclusion of (EDUC 316) the Communication Skills in Teaching course in two revisions of the elementary teacher training program, in 1987 and again in the 1990 program revision, is pertinent. The components of the course parallel those of the new curriculum for education in British Columbia as presented in the Year_2000 document. The need for a positive self-concept, for acceptance of different learning styles, for the appreciation of cultural differences and for the necessity of each individual being a caring, active participant in society, represented by the classroom as a macrocosm are evident in both. The components of the communication course also comply with the BCTF’s feelings as to what should be taught in teacher education programs (1980;1981).
The above reports make a strong case for the relevance and necessity of including the communication skills course in a teacher training program.

The purpose of this study was to determine the impact of the course on student teachers during the undertaking of a thirteen week practicum in which the students would use the training provided in this course.

The research questions for this study are:
1. Do student teachers use the knowledge, skills and techniques introduced in the Communication Skills in Teaching course which is part of their teacher training at the University of British Columbia on their practica placements?
2. If so, what specifically are the ways that the course has had an impact on the student teachers?
CHAPTER II

REVIEW OF LITERATURE

When examining the relevance of a communication course for the teacher of today, it is necessary to reflect upon changes which have taken place in education over the last thirty years. The student teacher of today is, in many cases, a product of a philosophical educational outlook which was quite different from the contemporary educational philosophy.

As it is important to "start where a person is at" (Rogers, 1980), an overview of the major educational philosophies of the last thirty years is presented in this chapter. This is followed by a review of communication models relevant to the philosophical changes in education. As well, documentation of the research on the components comprising effective classroom communication is reviewed.

EDUCATIONAL TRENDS

In the late 1950's educational philosophy and practice reflected the reaction of society to the launching of Sputnik I (Bruner: 1960; Silberman: 1966; Plowden Report;
There was concern that educational institutions were not preparing students to take part in a growing technological environment. The fear was related to power; Russia had moved into space before the United States. North America reacted immediately. The Woods Hole Conference, a gathering of scientists, mathematicians, and psychologists, under the chairmanship of Jerome Bruner, was directed by the United States government to determine how this challenge to its world power would be met. Specifically, the conference was designed to examine the possibilities for improving education in science in the elementary and secondary schools. The decision of this group was presented in *The Process of Education* (1960), a document written by Bruner, which clearly stated the direction educational philosophy and practice might take. The emphasis was on the formulation of a rationale that has been termed "the structure-of-a-discipline principle" (Tanner & Tanner, 1975, p. 404). The focus was on content, not on the learner. This emphasis was further defined as a technological orientation, clarifying the need to train people to facilitate growth in the technological development of the society. Educators of the time strongly supported such an orientation (Phenix, 1962; Schwab, 1962).

However, due to social and political changes, these same advocates radically changed their positions within only a decade (Bruner, 1971; Phenix, 1969; Schwab, 1970;
Two weaknesses of such a narrow focus as the discipline-oriented approach to education were recognized. Firstly, knowledge in one discipline was not being examined in its relationship to other areas of knowledge in the school curriculum, or in relationship to the problems of society. Secondly, the focus on the academically talented, with priority being given to science and math in the curriculum, resulted in a neglect of the majority of the school population.

One of the most persuasive critics of the technological emphasis was John Holt (1964) who believed that the fear of failure experienced by many of the children inhibited rather than facilitated their learning. Glasser (1969) also suggested that failure experience could have a damaging effect on the self-concept of children and as a result they would begin to regard themselves as worthless failures, eventually experiencing severe emotional problems or becoming delinquent. According to Patterson (1973), the technological approach may be the most efficient way to teach the basic skills (the three R's), but it "cannot produce a free, reasoning, responsible individual" (p.16). Piaget's (1950) evaluation of this traditional approach succinctly summarizes the reason for the failure of this orientation. He stated that the child is treated "as a small adult, as a being who reasons and feels just as we <adults> do, merely lacking our knowledge and experience".
Dewey (1933) had very early recognized the deficiency of such a school experience in preparing children for a meaningful role in society and life. He stated:

there are built up detached and independent systems of school knowledge that inertly overlay the ordinary systems of experience instead of reacting to enlarge and refine them. Pupils are taught to live in two separate worlds, one the world of out-of-school experience, the other the world of books and lessons. Then we stupidly wonder why what is studied in school counts little outside (p. 259).

Educational practice in British Columbia in the 1980's reflected the dichotomy described by Dewey, and was recognized as doing so by the Ministry of Education. In 1987, The Sullivan Report resulted from an exhausting examination of the school system. It "document(ed) and confirm(ed) the dramatic social and economic changes that have taken place in British Columbia...changes that have placed new demands upon, and created new expectations for our schools" (Ministry of Education, Year 2000, p. 5). This document was the basis for the new British Columbia educational curriculum: Year 2000: A Framework for Learning (1990). The rapid developments in communication and information processing technologies are acknowledged. The rapid changes and subsequent diversity in the school population in the last twenty years socially, economically and demographically is taken into consideration. The following statement of mandate for the school system was
articulated to clarify the intentions of the new curriculum. The Mandate presents a description of the "educated citizen", one who is:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who has a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally including the world of work;
- productive, who gains satisfaction through achievement and who strives for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world. (p. 3-4)

Thus, with the new British Columbia education curriculum we are seeing, at least in terms of intent, education anticipating the future - a necessity articulated by leading theorists (Postman and Weingartner, 1969; Rogers, 1969; Toffler, 1970). These changes have resulted in radical adjustments in the interaction between teacher and student, requiring teachers to rethink their role and function in the educational environment. The changes required are more clearly indicated through an examination
of the communication models associated with the different philosophies.

RELATIVE COMMUNICATION MODELS

A communication model applicable to the technological era as outlined by Bruner in his *Process of Education* was the transmission model. In this model the communication is only uni-directional. The teacher was the "imparter of knowledge" (McNeil, 1985, p. 43), and the student "an empty vessel to be filled". The relationship did not invite any transaction between the teacher and the student. Understandably, the teacher was often not aware, nor was required to be, of the backgrounds of the individual student. This model did not suit the changes which took place in society and, consequently, in schools, in the 1970's. The focus moved from content to the learner. Meeting the needs of the individual were now perceived as the focus of education. Thus the relationship between the teacher and the student altered. The teacher became a "facilitator" of learning (Glasser, 1986; Rogers, 1983; Worell & Stillwell, 1981) and the student was to accept his/her responsibility as an equal partner in communication (Shor, 1987; Wright, 1987). Communication in the classroom was viewed as a transaction, requiring understanding and acceptance of the reality of others (Barrett, 1987; Seiler,
Scheulke & Lieb-Brilhart, 1984), and the realization that this reality was in a constant state of change.

Communication in the classroom was now viewed as a transaction and with this change the transactional model of communication was created. The definition associated with this model emphasizes that the communicators simultaneously send and receive messages. Each participant attempts to discover the meaning of what is being shared, based on the knowledge, beliefs, attitudes and values of each person.

Therefore, two major changes occurred. Firstly, there was now a two-way exchange of information, and secondly, recognition was being given to the subjectiveness of reality, and its effect on one's interaction with others. A recent addition to this model is the inclusion of 'culture' as an element shaping perception. Psychologists and anthropologists are also researching and writing on culture perception (Landis & Brislin, 1983; Triandis & Lambert, et al, 1980).

The changes in society, in the function of education, and in the relationship between the teacher and student have been evident for at least the last ten years. The effects of these changes in the classroom are clear. The philosophical change from technological to humanistic education is most significant. All other changes reflect this new outlook. An overview of humanistic education is
valuable for an appreciation of the necessity of the components of the communication course.

REVIEW OF HUMANISTIC EDUCATION

The following definitions clarify the basic intent of an humanistic education. In the field of psychology humanism is defined as the study of man as a whole person; someone who has the goal of achieving a happy, fulfilling and creative existence (Ellis, 1973). In the area of curriculum planning, humanists state that the goal of education is to create "dynamic personal processes related to the ideals of personal growth, integrity and autonomy (McNeil, 1985, p. 5). This personal growth is envisioned in relationship to living co-operatively with others (Gazda: 1973; McNeil: 1985).

The humanistic theory supports the notion that the ultimate motivation of all human beings is the actualization or fulfillment of one's potential. This "self-actualization" is the highest achievement in Maslow's "hierarchy of needs" (Adler & Towne, 1990). This hierarchy is based on the belief that the individual wishes to satisfy physical, safety, social and self-respect needs in order to discover the ultimate potential of oneself. The concept of the "fully functioning person" was developed by Rogers (1961) as a description of the result of this achievement.
Another aspect of humanistic theory relates to perception. The view is held that behavior is a function of the perceptions existing for any individual at the moment of his/her behaving, particularly those he/she has of himself/herself and of the world in which he/she is functioning (Combs & Snygg, 1959). We do not relate to reality but to our perception of reality: "What is perceived is not what exists, but what one believes exists, . . . and we have learned to perceive as a result of our past opportunities and experiences" (Combs & Snygg, 1959, p. 84-85). Related to this structuring of behavior is our self-perception or self-concept. Healy (1982) lists several activities which can be used to expand a student's self-awareness:

1. Self-awareness increases when one is directed and encouraged to experience a range of activities and then to reflect on them.

2. Self-awareness and confidence flourish when one learns how to succeed and then pauses to enjoy success.

3. Self-awareness and confidence expand by exploring oneself in positive relationships, which enable initiative and include the expectation that one is competent.

4. Self-awareness and confidence improve by gathering and organizing information about oneself in order to teach others about oneself.

5. Self-awareness and confidence grow by obtaining and integrating feedback from those qualified to observe one. (p. 11)
Rogers (1959) suggests that we must change perceptions if we are to change behavior. However, he also acknowledges that this is difficult, as the tendency is for one to maintain the self-concept. If there is a threat or a challenge to self-concept the tendency is to defend oneself as that is all one knows, and therefore that is "reality". This reaction may result in experiences being denied or distorted in order to preserve the "self-concept". Rogers (1959) describes this reaction as one of "incongruence" between the self and the experience. In contrast, a state of "congruence" between self and experience exists when "self-experiences are accurately symbolized and are included in the self-concept in this accurately symbolized form" (p. 206). He goes on to postulate six conditions which would enable the process of perceptual change to occur. These are:

1. Two people are in contact.

2. The first person, the trainee (or in the case of this study, the student teacher), is in a state of incongruence being vulnerable or anxious.

3. The second person, the trainer (or in the case of this study, the seminar leader), is congruent in the relationship (that is, he is open and genuine in the expression of his feelings and non-defensive).

4. The trainer experiences unconditional positive regard toward the trainee (that is, the trainee is valued, irrespective of the values placed by the trainer on the trainee's behavior).

5. The trainer experiences an emphatic understanding of the trainee's frame of reference (that is, the trainer
is able to listen to the trainee, demonstrating that he or she understands how the person feels).

6. The trainee perceives, at least to a minimal degree, conditions 4 and 5.

Meeting the above conditions allows the trainee to change in several ways. Experiences become more accurately symbolized and feelings are expressed in ways which have reference to self. The trainee is comfortable acknowledging his/her feelings, even if they are not of a positive nature. The self-concept becomes reorganized, assimilating those experiences previously denied or distorted in awareness. As a consequence defensiveness is reduced. The trainee (student teacher) begins to see himself/herself as the source of choice and evaluation. Value is attached to experiences which enhance the self-actualizing tendency. The individual begins to value this process in himself/herself and in others. An openness, a willingness to learn ways of facilitating this process occurs. The trainee feels confident in changing his/her behavior.

Carkhuff (1971) suggested three other factors which, in addition to those suggested by Rogers, contribute to an effective helping relationship. These are:

1. Confrontation.

Confrontation is telling the other person you perceive discrepancies between what is done and what one says he or she is doing. This relates to perception.
2. **Immediacy.**

Immediacy is the ability of the trainer to understand different feelings and experiences that are going on between himself and the other person at the time of the interaction.

3. **Course of action.**

The trainer facilitates the other person's developing a course of action to handle problems, and to pursue personally chosen goals.

Carkhuff (1969) provides substantial evidence that interaction based on the conditions expressed above by Rogers and himself facilitate changes in human development. Aspy (1969, 1972), Aspy and Hadlock (1967), Gazda (1973) and Stoffer (1970) add further evidence through their own research and examination of research of others. They concur that levels of empathy, warmth and genuineness on the part of the teacher affect the growth of the pupil both academically and socially. Zimmerman and Zimmerman (1976) further suggest that the communication skills involved in effective counselling or therapy are the same as those involved in effective teaching, and that "self awareness and communication skills make possible a richer and more vital educational process which has been heretofore available only to a few students" (p. 397).
Carkhuff (1969) further suggests that "active listening", associated with empathy, and the ability to use the "I-Message", associated with the demonstration of genuineness, would further enhance effective communication between teacher-student. Empathetic listening encompasses all the supportive behaviors: description, problem orientation, equality, provisionalism, spontaneity and empathy (Gibb, 1961). Empathetic listening involves the listener focussing on the other person prepared to respond to his or her perceptions. In order to avoid miscommunication and the creation of distortion it is necessary to check your perceptions of the other's intentions, feelings and attitudes (Wallen, 1972). The listener attends physically and psychologically to the messages of the speaker. Response is made to both feelings and content in order to help the speaker explore his or her concerns (Egan, 1982). "The major barrier to mutual interpersonal communication is our very natural tendency to judge, to evaluate, to approve or disapprove the statement of the other person or the group" (Rogers, 1961, p. 330).

Aspy (1972) and Gazda (1973) identify communication skills which, through research, they have identified as essential to quality teacher-student relationships. These are the ability to listen to a child's feelings or to directly express their own feelings in a situation. Brophy and Good (1974) noted that, despite all that is known about
the specific skills involved in working with children, few teacher education programs in the United States help teachers develop an understanding of children’s behavior and effective ways of responding to individual differences in children. In Canada, the situation is similar.

BACKGROUND LITERATURE RELATED TO THE COMPONENTS OF THE COMMUNICATION COURSE

1. CONFIRMING COMMUNICATION

Teachers must be aware of their impact on, and responsibility to, students in today’s classrooms. In the past the distancing associated with the academic-technological approach to schooling, made no demands on the 'humane' aspects of communication. The safety which was provided through regimentation in terms of having all students perform the same task at the same time is no longer a part of the structure of progressive educators.

The view of 'self' as a 'process' (Pearson & Nelson, 1988; Rogers, 1961) is an accepted concept. The process consists of two parts; the intrapersonal and the interpersonal. The former is in many ways dependent on the latter. The 'process' of defining self relates to the nature of interactions one experiences in communication. George Mead (1977) states that "the child, through verbal and nonverbal symbols, learns to accept roles in response to
the expectations of others" (p. 138). During this process of developing self-concept, Maslow (1970), Schutz (1971) and Toffler (1980) state that every individual has basic needs which are constantly requiring fulfillment. All three agree that an individual must feel safe, respected and feel he or she is part of a community.

The implications of these needs for the classroom are clear. The teacher has the task of providing a safe environment for each student. Studies by Combs (1982), Orlich et al (1985) and Ornstein, (1985) verify the importance of meeting these needs. Combs concluded that it is not the act of helping that makes a difference in a helping situation but rather the attitude and beliefs of the teacher during the process. Good and Brophy (1987) suggest that effective management begins with motivation; creating a desire within the child to succeed which allows for self-direction and development of self esteem.

Cooper (1986) and Faust (1970) recognize the need of the teacher to "understand their own feelings and how people perceive them" (Cooper, 1986) in order to impact in a positive fashion on the students in their class. Faust discusses William Burnham's works of the 1920's and 1930's, indicating how Burnham translated his principles of personality development specifically for the teacher. He quotes Burnham as follows: "Thus the teacher who is a mental hygenist comes to know more about himself, his own
mental attitudes, his own emotional pitfalls, his own defense mechanisms and the like" (p. 85).

Deutsch (1973) and Gibb (1961) conducted studies relating to the emotional impact individuals have on each other in communication. Deutsch concluded that the building of a feeling of trust will allow the confidence needed to take risks. Research by Gibb (1961) enabled him to isolate six types of behaviors which arouse defensiveness. The categories he has created for these behaviors are referred to often in teacher training.

Educators concur with researchers that the most important factor in school environment today is the creation of a positive, facilitative environment (Borgen & Radner, 1981; Faber & Mazlish, 1987). This environment allows the student the opportunity to reflect and question without fear. Friere (1976) suggests that education should be "an education of "I wonder", instead of merely "I do"." He eloquently suggests, "Education is an act of love, and thus an act of courage. It cannot fear the analysis of reality, or under pain of revealing itself as a farce, avoid creative discussion" (p. 36).

2. LISTENING

Sara Lundsteen (1979) defined listening as "the process by which spoken language is converted into meaning in the mind". Researchers have suggested that people listen for
several reasons: for comprehension, appreciation, discrimination, evaluation, empathy and therapy (Wolvin & Coakley, 1982; Wolff et al, 1983).

The expansion in the definition and uses of listening reflect the changes in the definition of communication. In the one-directional model of communication the listener was considered to be passive. The transactional model consists of many variables, the most pertinent one being the nature of the individuals involved. The listener is now perceived as an active participant (Barker, 1971). In an informational setting he/she has the responsibility to not only evaluate the intent and value of the message, but to attend to the comfort of the speaker by providing encouraging and supportive eye contact. John Wallen (1972) has created a list of skills necessary for the listener in a situation in which he/she must provide empathy or therapy for the speaker. The most well known of these skills are those of paraphrasing, clarifying and the 'I message'. Gibb (1961) refers to evaluative language as "you" language as they generally contain an accusatory tone or usage of words. He supports Wallen's research in suggesting that in order to be effective in communication there is a need for educators to develop the techniques of 'active listening'.
3. ORAL INTERPRETATION: READING TO CHILDREN

Research has shown that reading aloud to children has many benefits, especially relevant to the humanistic approach to education which is taking place in British Columbia. The modelling of English syntax is clearly of value to the increasing number of non-English speaking children in the schools. Based on the research, teachers have a viable method of creating empathy and understanding between children of many different cultures.

There has been a consistent correlation between being read to, and reading and reading readiness. Reading aloud to young children helps them in beginning reading (Durkin, 1966). Children are motivated to read more and better books as a result of being read to (Bartlett, 1980; Blatt, 1981; Mendoza, 1985). The modelling of the teacher is an important factor. The teacher's enthusiasm and enjoyment of reading impacted on the children. Ninety-three percent of the primary children and sixty-nine percent of the intermediate students in the Mendoza study (1985) wanted to read themselves after the story was read. A similar incident was reported by one of the participant-researchers. She also suggested that this interest occurred because of her modelling.
Being read aloud to has produced positive correlations between vocabulary development and the ability to reproduce standard English structures (Chomsky, 1972; Cohen, 1968; Ninio and Bruner, 1978). Peck (1989) found that written work improved as a result of listening to stories. He also discovered that children were familiar with the literary patterns and would reproduce them in their writing. Harste et al (1984) state that oral language is a strong factor in the development of literacy.

Broodt (1984), Cohen (1968), and Lundsteen (1979) provide documentation on improvement in children's listening skills. The child must be an active listener in order to comprehend the story.

The social benefits of this change in attitude towards the nature of listening have also been evaluated. A positive atmosphere of which warmth, trust, and sharing are clearly important is created (Smith, 1986). Sharing stories orally allows the teacher to "nurture compassion in children, to help them learn about emotions and aspirations of others in distress" (Smith, 1986 p. 47). Research indicates that reading aloud is highly effective in prompting children to empathize, producing compassionate feelings (Stotland & Matthews, 1978) and a sense of generosity (Howard & Barnett, 1981). A study by Berg-Cross (1978) also attempted to discover the degree of attitude change resulting from having a story read aloud that
expressed values. The findings indicate that the change in attitudes is significant.

Regardless of the research on the value of reading aloud to children, it is not commonly used in the schools. (Rosen, 1986; Staab, 1987). Under 3% of the total teaching time of twenty-five teachers involved in the Staab study was spent reading aloud to children. The greatest amount of time was 9.3%. The lowest was no time at all.

Researchers have determined several reasons for this lack. Cianciolo (1987) and Swasord (1979) discovered that teachers felt reading aloud was too enjoyable to be educational. Teachers in another study (Frick, 1986), thought that students were too sophisticated to enjoy being read to.

4. NONVERBAL COMMUNICATION

Nonverbal communication consists of many factors. Body movements, facial movements, use of space, touching, tone of voice and clothing are elements contributing to the message sent by the 'physical' self. Research shows that when we are exposed to verbal and non-verbal messages, the non-verbal are more powerful (Burgoon, 1985). In addition, the majority of a message is conveyed through non-verbal communication. Mehrabian and Wiener (1967) claim that ninety-three percent of the emotional impact of
communication comes from non-verbal sources while anthropologist Ray Birdwhistell (1970) puts in a more modest claim of sixty-five percent. Mehrabian and Ferris (1967) conducted a study to determine the importance of verbal and non-verbal communication skills. As a result of this study they estimated that fifty-five percent of the message is determined by accompanying non-verbal skills.

4a. **BODY MOVEMENTS**

Extensive research has been done on the effects of bodily movement and stance (Ekman and Friesen, 1969; Mehrabian, 1981). Mehrabian concluded that there are generalities in stance which indicate an individual's commitment during communication (1971). He presents three variables: liking, power or status, vitality or responsiveness for which he identifies specific mannerisms. Investigating the communication of status further, Mehrabian (1972; 1981) carried out additional studies to examine the conveying of status through the nonverbal. He suggests that those of higher status are generally more relaxed while the opposite is true of those of lower status.

Ekman and Friesen (1969) in their research, based their categories of nonverbal movement on the functions, origins or meaning of the behavior. The categories created by these researchers are frequently used by communication scholars. Emblems are often substituted for words; illustrators
accompany or reinforce the verbal; regulators are used to control the communication of others; affect displays are facial or bodily movements which express emotional meaning; and adaptors are actions performed only in private.

Research supports the use of body movements, in the manner of cues, prompts or signals to remind students to either behave, or alternately refrain from behaving in a certain manner (Krumboltz & Krumboltz, 1972; Weber and Roff, 1983). Klingzing and Jackson (1987) and Jones (1979) indicate in their research that in addition to the above, nonverbal communication serves other functions. The teacher has a means of indicating expectations and attitudes. They concur with Ekman and Friesen (1969) on the value of the nonverbal to promote student understanding of verbal material through the addition of the nonverbal.

Another dimension relating to the relationship of the teacher and the student has been presented by Miller (1988). As a result of examining several significant research findings, Miller concludes that there must be an open process of non-verbal communication in the classroom, in which both the teacher and the student possess the ability to send and receive messages accurately. These conclusions are particularly pertinent to today's classroom, which is a point that Miller also makes.

Although the findings of the above researchers, particularly Mehrabian, Ekman and Friesen, have guided
educators in preparing teachers to be effective in the classroom, two comments will conclude this section. First, while the research may help teachers to present themselves more effectively, at the same time it should help in their 'reading' of student nonverbal behavior. A student, knowingly or unknowingly, may communicate to the teacher higher status, according to Mehrabian, by his/her relaxed posture and actions. The teacher, however, must remember the other variables in the child's life which may also create this same behavior.

Secondly, teachers must keep in mind studies which document cultural differences which are reflected in the nonverbal interaction of people (Watson & Graves 1966). Using Mehrabian's status categories, Watson and Graves found that Arab students were more 'immediate' than American students. They tend to face each other more directly and stand closer. Other studies present the nonverbal mannerisms of other cultures in relationship to the expectations of North Americans.

4b. PARALINGUISTICS

The message of the nonverbal is often what the listener responds to (Mehrabian & Ferris, 1967; Mehrabian & Wiener, 1967). Researchers found that thirty-eight percent of a message is conveyed by vocal overlays of pitch, stress, and
juncture (Mehrabian & Ferris, 1967). In experiments which electronically manipulate speech, so as to make words unintelligible, subjects are still able to recognize the emotion being expressed (Starkweather, 1961). These findings suggest that in addition to having clarity in terms of the wording of a message, the teacher must attend to the tone to insure that both verbal and nonverbal message are consistent (Kounin, 1977).

4c. **EYE CONTACT**

A student can acquire high status by intentionally avoiding eye contact with the teacher (Argyle & Cook, 1976; Exline, 1972). Research into the positive use of eye contact shows that speakers who look at their audience are judged to be more credible than those who do not (Goffman, 1967). The technique of dividing the classroom into sectors and attending to one student in each allows the teacher to remain focussed on the students and still able to concentrate on the information to be shared (Goffman, 1967; Marland, 1975).

4d. **PROXEMICS**

Attending to the attractiveness and comfort of the environment has been assessed as impacting substantially on the people in that space. Lemlech (1979) suggests that the
physical environment can determine the nature and extent of the interaction which will take place. His research involved the setting of classrooms. He concluded that if the individuals are comfortable and able to make eye contact, communication will improve. A study by Maslow and Mintz (1956) established the affect that the attractiveness can have on an individual. They concluded that people work better and feel better in an environment that they find pleasing.

Anthropologist Edward Hall (1969) has defined four distances that define the relationship or feelings between two people. The teacher must recognize that these, however, are based on a North American culture and may not, in fact, apply to the new students in the classroom.

CONCLUSION

There is a need for a safe and friendly environment which allows each student to develop at his or her own rate, taking the risks that are necessary for such an endeavor. This is evident when realizing the diversity in the background of the individuals in one classroom. The erosion of the family unit and the negative impact on children is documented, resulting in two extremes; the overly aggressive child or the shy individual. Teachers must develop active listening skills which will allow them to understand rather than judge these children too quickly.
Statistics indicate the large number of non-English speaking students in the schools since the late 1980's. Teachers must recognize the value of reading aloud to these children. Research verifies that reading aloud facilitates the learning of English, both written and spoken, while providing an opportunity for all children to develop compassion and empathy for differences. As English is not readily available as a means of communicating with these children, teachers must be aware of the impact of nonverbal communications and proxemis, how these can be used to enhance communication while recognizing cultural differences in these areas.

In addition to reading, research indicates that tone of the teacher's voice, the modulation and overtones of enthusiasm act as motivators and serve as models for the children in enhancing their own verbal presentation.

The necessity of attending to the impact of additional nonverbal communication in terms of body movements, eye contact, and proxemis is clearly articulated. The elements listed above are directly addressed in the communication course. The research confirms the necessity of including these factors in a teacher training program.
SELECTION OF PARTICIPANTS

The problem under investigation consisted of two contingent research questions. Firstly, did the student teacher use the knowledge, skills and techniques learned in the Communication Skills in Teaching course (EDUC 316) on their thirteen week practica placements involving real-life situations. Secondly, if so, what were the ways that the course had had an impact on the student teachers. Twenty-one student teachers, enrolled in the two-year elementary teacher training program in UBC's Faculty of Education during the 1988-90 term participated in this study. A bachelor's degree, generally requiring four to five years of university training, is the prerequisite for acceptance into this teacher training program. These students will be referred to as participant-researchers. The design used (a critical incident technique), did not require random sampling. Participants were selected on the basis of availability and program representation. Equal representation from both primary and intermediate programs.
TABLE 1: TIME LINE RELATIONSHIP OF THE COMMUNICATION COURSE, THE THIRTEEN WEEK PRACTICUM AND STUDY DATA COLLECTION

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<td>5 MONTHS</td>
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<td>10 MONTHS</td>
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<td>1 - COMMUNICATION COURSE</td>
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<tr>
<td>2 - THIRTEEN WEEK PRACTICUM</td>
<td>SEPTEMBER 5 - DECEMBER 22, 1989</td>
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<tr>
<td>3 - STUDY DATA COLLECTION</td>
<td>JUNE 8-23, 1990</td>
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</table>
was sought, thus eleven participant-researchers were in the primary program and ten in the intermediate program.

The male-female ratio in terms of the total elementary enrollment was also considered and duplicated in this study; subsequently, fifteen females and six males were interviewed. Although these factors of program and gender were not issues in this particular study, it was clear that having these ratios may be of value for further study.

Participant-researchers were contacted by telephone and the intent of the contact explained. They were informed that an interview was to be undertaken to collect data and that it would require three-quarters to one hour to complete. An invitation was then extended to the individual to participate in this study.

METHODOLOGICAL APPROACH

This study was undertaken nineteen months after the completion of the communications skills course and five months after the completion of the thirteen week practicum (Table I). The interview format used in this study consisted of two distinct parts. An important intent of the first part of the interview was to create a situation in which specific components of the course would not be mentioned by the interviewer. The specific topics to be discussed in the interview were generated by the
participant-researcher based on his or her personal experiences, remembrances and evaluations.

A qualitative method of inquiry, the critical incident technique, based on a respect for the individual's subjective reality, was used to collect and analyze the data for the first part of the interview. This technique has been used "to collect direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles" (Flanagan, 1954, p. 327). Woolsey's (1986) observation clarifies the intended outcome of this study: "Critical incidents studies are particularly useful because they generate both exploratory information and theory and model building" (p. 252). The inductive approach, which is the method of the critical incident technique, is described by Patton (1980):

A qualitative research strategy is inductive in that the research attempts to make sense of the situation without imposing preexisting expectations on the research setting. Qualitative designs begin with specific observations and build toward general patterns. Categories or dimensions of analysis emerge from open-ended observations as the researcher comes to understand organizing patterns that exist in the empirical world under study. The strategy...is to allow the important dimensions to emerge from analysis of cases under study without presupposing in advance what those dimensions will be. (pp. 40-41)

The critical incident technique was followed by a structured interviewing technique. Three specific questions were articulated to the participant-researchers and then
responses sought for each. Paraphrasing, clarifying and summarizing were used extensively during the interview process.

INTERVIEW PROCEDURE AND QUESTIONS

In the initial telephone call, the participant-researchers were asked if they would have time to reflect on the experiences of the communication course and the thirteen week practicum. The nature of the questions to be asked were articulated.

Again, in the actual interview situation an overview of the time-line relationship of the communication course and the thirteen week practicum was articulated by the interviewer, and the fact re-established that the participant-researcher had participated in both. The following three questions were asked singularly, with the participant-researcher answering to whatever degree he or she wished:

1. "While you were participating in your thirteen week practicum, do you remember utilizing any components of the communication skills 316 course? These may relate to the content or the process or presentation of the course."
2. "Do you recall aspects of the communication course which now, after having taught for this extended period of time, you would suggest are irrelevant to your needs?"

3. "Now, on reflection, are there needs which you felt should have been met in the communication course?"

The next set of questions were first articulated to the participant-researcher and then the first one returned to for an answer:

1. "Did the course affect your self-concept?"

2. "Did the course affect your concept of the teacher role, in terms of attitude, responsibilities or philosophy?"

3. "Did the course affect your idea of the teacher-student relationship?"

All of the interviews were conducted and transcribed by the author of this study. The procedure of having the same interviewer made the interview as consistent as possible.
DATA ANALYSIS

The critical incidents were extracted from the interviews and divided. The divisions containing the incidents were created directly from the words of the participant-researchers. For example, the divisions "active listening" and "course as valuable" were created as a result of the participant-researcher using these words in the interview (Appendix D). The next task involved inducing a set of categories from the incidents which were representative of a distinct and well-defined experience, event or reflection. Some divisions were maintained as categories, some were redefined, some collapsed forming one category and others were divided to form new categories.

These categories were further defined by formulating a description of the categories' features. Descriptions by two or more participant-researchers of experiences which were similar revealed a certain objectivity. The participation rates were determined for each. A participation rate is an indicator of the validity of the category. Twenty categories were generated from the two hundred and seventy-three facilitating incidents. The twenty-three hindering incidents were negligible in relation to the facilitating incidents.
The responses to the three specific questions in the second part of the interview were initially examined and analyzed; they were subsequently grouped with the data from the critical incident technique in respective areas of reflection.

VALIDITY CHECK

A total of ten participant-researchers were chosen to be contacted for a follow up to the interview process. This validation was undertaken two weeks after the completion of the interview process. The data analysis procedure was again briefly outlined. Each participant-researcher was informed of specific components which had been extracted from his/her respective interview to validate the findings. There was total concordance.

RELIABILITY

The reliability of the categories which were induced from the data was tested. Two trained assistants were provided with 125 facilitating incidents and instructed to categorize these data. One assistant correctly categorized 115 out of the 125 incidents, thereby obtaining 92% agreement with the category system. The other assistant correctly classified 111 out of the 125 incidents, obtaining 89% agreement. An 80% agreement rate or better was
established prior to doing this analysis. This standard has been established in similar studies (Klein, 1988). These results constitute a strong indication of the reliability of the category system.
CHAPTER IV

RESULTS

The intent of this study was two-fold: firstly, to determine if the positive response of student teachers to participating in a communication skills course in their elementary teacher training program was maintained after participation in a thirteen week practicum in which these skills would have been used; secondly, if the positive evaluation was maintained, in what specific ways did the course experience impact on the training teachers.

The interviewing of the twenty-one participant-researchers resulted in two hundred and seventy-three facilitating and twenty-three hindering incidents related to the communication skills course and its impact on these individuals. This represents an average of twelve facilitating incidents and one hindering incident per participant-researcher. The highest rate of critical incidents recorded per participant-researcher was thirty and the lowest five. It should be noted that these do not include responses to the structured questioning section in the latter part of the interview which will be considered separately at the end of this chapter.

The facilitating incidents were used to induce a system of twenty categories identifying the experiences, events, and activities which facilitated the learning for the
<table>
<thead>
<tr>
<th>Overall Ranking</th>
<th>Incident</th>
<th># of Participants</th>
<th>%</th>
<th># of Incidents</th>
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<tbody>
<tr>
<td>1.</td>
<td>DEVELOPING CONFIDENCE</td>
<td>15</td>
<td>71</td>
<td>22</td>
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<tr>
<td>2.</td>
<td>DEVELOPING SELF AWARENESS</td>
<td>12</td>
<td>57</td>
<td>16</td>
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<td>3.</td>
<td>BONDING</td>
<td>12</td>
<td>57</td>
<td>14</td>
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<td>4.</td>
<td>IMPROVING SELF CONCEPT</td>
<td>11</td>
<td>52</td>
<td>13</td>
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<tr>
<td>5.</td>
<td>IMPROVING NONVERBAL COMMUNICATION</td>
<td>11</td>
<td>52</td>
<td>13</td>
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<tr>
<td>6.</td>
<td>IMPROVING VOCAL PRESENTATION</td>
<td>10</td>
<td>48</td>
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<td>7.</td>
<td>ENHANCING ORAL INTERPRETATION</td>
<td>10</td>
<td>48</td>
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<td>8.</td>
<td>CONFIRMING COMMUNICATION</td>
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<td>DEVELOPING RELAXATION TECHNIQUES</td>
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<td>10.</td>
<td>IMPROVING EMPATHY</td>
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<td>11.</td>
<td>ACTIVE LISTENING</td>
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<td>12.</td>
<td>IMPACTING ON LIFE</td>
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<td>13.</td>
<td>INCREASING AWARENESS OF TEACHER AS COMMUNICATOR</td>
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<td>USING THE 'I' STATEMENT</td>
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<td>IMPROVING EYE CONTACT</td>
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<td>SETTING UP PHYSICAL SPACE</td>
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participant-researchers during the experience of the communication course, and impacted on their teaching on a thirteen week practicum. Each category is titled and defined. These categories are listed in Table 2 and will be described in the following section.

I. FACILITATING INCIDENTS

The order of the twenty facilitating categories is based on participant frequency rates; the highest presented as the first category. Each category listed below consists of a description of the category, the number of participants and incidents comprising the category, a synthesis of the contents of the incidents in the category and specific quotes from participant-researchers. The number assigned to each quotation represents the interview coding as well as the gender of the participant-researcher (M - male; F - female).

1. DEVELOPING CONFIDENCE

Confidence is defined as having belief in one's ability; the fact of being or feeling certain; assurance (Webster's New World Dictionary, 1984).

Range: Participants - 15 - 71%
Incidents - 22
The comments of the participant-researchers related to an awareness of changes in feelings and skills (15). The support, encouragement and positive feedback from seminar leaders and peers was recognized as contributing substantially to the acquisition of this feeling of confidence (15). Comments confirmed that confidence developed as a result of acquiring specific skills which allowed control of presentation and interactions (7). These were specifically about "the fear that was so powerful" when standing in front of an audience, diminishing substantially, or totally (3). Further statements indicated that confidence developed due to a feeling of competence (4).

"I think I'm not as afraid. I guess in terms of confidence, it brings it back to confidence, the children will feel it because the children are a reflection of you. I mean, in the beginning I could see they were quite tense because I am tense, but once I'm relaxed and natural and everything flows... the children will reflect that, from your actions." (4-F)

"It gave me confidence in communicating because I had these skills and tools that I could draw upon when I was in a sticky situation." (2F)
"I think it made me more confident and more aware of my strengths as a teacher; in how to deal with people. It also made me aware of my weaknesses." (19M)

2. DEVELOPING SELF-AWARENESS

Extensive viewing of video tapes of one's own presentations as part of the course results in an awareness of one's strengths and weaknesses in verbal and nonverbal presentation.

Range: Participants - 12 - 57%
Incidents - 16

Participant-researchers clearly recalled the experiences of being videotaped as one of the major components of the communication course (12). Initial statements related to the fear and apprehension felt at having to be filmed. Words like 'hated it' and 'felt uncomfortable' were used to express these feelings (4). However, these were consistently followed by recognition of the lessening or disappearance of the strong debilitating feelings.

Being able to make one's own assessment of presentation rather than simply relying on the evaluation of others was acknowledged as empowering (9). Changes in vocal pitch, pacing, eye contact, and physical stance took place due to self-correction (10). After several seminar tapings
revealed an ineffective, "wooden" style, it resulted in adjustments being made (1).

The experience of the videotaping was recalled and used as a model to deal with "25 pairs of eyes staring at me" during the practicum.

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"...As much as I hated them (video taping sessions) at the time, they worked tremendously. I found during my practicum I would even be thinking about...they just made you so much more aware of your whole body language and the way you present yourself." (5-F)

"...maybe it humbled me to get up in front of a video camera and see exactly what I had done; and you know, that was probably one of the best things that started on the first day." (3M)

"The use of the video I think was important. I mean, it felt super uncomfortable at first, but I can't imagine how you could have done otherwise...it made you aware of what you looked like to somebody else, you know, how you present yourself." (18F)

3. BONDING

The philosophy, structuring and management of the communication course created an environment which allowed
the participant-researchers to interact with each other in supportive and meaningful ways.

Range: Participants - 12 - 57%
Incidents - 14

The experience of the two-week communication course had a strong bonding effect on the participants (12). This bonding was obviously unanticipated but very meaningful and important to the participant-researchers. A sense of belonging, commonality, and oneness was clearly stated in the comments.

Comments clearly indicated that the course structure created an opportunity for the participant-researchers to interact with each other (5). In one instance, it was stated that discussions outside of class became more interesting and more focussed on education as a result of this sense of belonging and comfort with each other. One participant-researcher summed up the experience in this way: "We became very much of a community".

"I think that it brought us as a group, in terms of elementary education people, together....some kind of group cohesiveness." (13F)

"...the communication course gave the students the opportunity to meet other students, your future colleagues,
I mean I think it brought us, in the faculty together, ...and also within my own group." (10F)

"As a result of the camaraderie we developed during the two weeks, I felt more comfortable and more a part of UBC. This is a powerful outcome of the course, the extent of which was probably not imaginable by anyone during the planning process of 316". (21-M)

4. IMPROVING SELF-CONCEPT

The relatively stable set of perceptions each individual holds of himself or herself.

Range: Participants - 11 - 52%
Incidents - 13

It should be noted that the critical incidents listed under this heading consist of comments made before the participant-researchers were specifically asked to consider self-concept at the end of the interview process.

Dramatic statements were made by the participant-researchers concerning changes which took place in their self-concepts. The words 'transformation' and 'feeling like nothing' used in two statements indicates the depth of change (2). Change in self perception was perceived as a result of feedback from the video taping sessions and the positive feedback received from others (2). In the latter instances the individuals received confirmation of a
positive image they projected but of which they were unaware (2).

Changes also related to acquisition of knowledge (2). The comments referred to the sense of control experienced as a consequence of being able to evaluate shortcomings and then to make adjustments as a result of knowing how to do so.

The supportive environment allowed the individuals an opportunity to appreciate positive attributes they already possessed and develop those they believed would enhance their self-concept. Further comments will be found concerning self-concept in the section entitled 'Structured Questioning'.

"What I found was powerful about the course was that I got an image of what I would like to be as a teacher....From the communication course I got an idea, a concept of myself as a teacher who is able to open children up. Who is able to not dictate material to them but to have them discover it. So I wanted...that's the kind of teacher I wanted to be." (17-F5)

"I was able to see myself in both a good light and a bad light. But especially to see myself in a good light and how much I wanted to avoid that other thing." (11-M)

"From the communication course I got an idea, a concept of myself as a teacher who is able to open the
5. IMPROVING NONVERBAL COMMUNICATION

A high percentage of communication is through nonverbal communication; gesture, posture, movement, etc.

Range: Participants - 11 - 52%
Incidents - 13

Comments of participant-researchers reflected that they were either not aware or minimally aware of the communication value of body language prior to the experience of the communications course (2). Other comments reflected an awareness of the effect posture and actions on the students during the practicum (4).

Extensive comments were made concerning proxemics (4). These ranged from re-arranging the physical classroom, to moving effectively about the classroom, to using a gentle touch to send a message to a student.

"It was better to move around. You could get more expression through your movements, and get the ideas across...they helped. If you had trouble, you sort of used your arms, and that helped. And just little hand signals here and there, and nonverbal, moving myself around the
classroom and looking. If I was moving around the classroom, helping them, just looking up and catching someone's eye, to let them know that I know that they are not doing what they are supposed to be doing, and just to turn around. I found that very effective." (10-F)

"Body language, that was important. I remember being quite aware of it. I was never consciously aware of it before.... I became aware of...really aware of people and hands crossed in front of their body and I thought 'that's true.'" (2-F)

"I wasn't as aware of the effect of posture, gestures, eye contact, things like that when I was speaking before I took the course. I could put more emphasis on the things I wanted to with my body language." (19-M)

6. IMPROVING VOCAL PRESENTATION

The main training in speech is to develop skills and techniques to create good tone, adequate projection and articulation. These, combined with changes in emphasis, inflection, phrasing, pausing, pacing and tempo/rhythm were practised to develop a motivating and stimulating voice.

Range: Participants - 10 - 48%
Incidents - 25

The comments of the participant-researchers were surprisingly specific and precise. Several indicated that
exercises were used to improve vocal technique during the practicum (3). Statements referred to the control achieved through variations in projection (2), the establishment of a pleasant atmosphere through vocal tone (1), and the creation of focus through the use of emphasis (2). Comments also revealed an understanding of the need to use modulation to enhance meaning (3). A feeling of satisfaction and appreciation having acquired these skills was evident (10).

Situations in which school advisors were asked to assist in adjusting specific vocal aspects of presentation were mentioned (3). In another instance a description was given of how the elements of speech production were shared with the children in the class to improve their oral presentations.

"The course gave me more focus, realizing the importance of voice because the professors were up there and were giving examples of how voice inflections can affect your messages, so I could definitely see the examples. So when I did go back (to the classroom) I could sort of experiment and see what is comfortable for me, what was more effective, how to get the points across, where I was comfortable and the kids got what I was trying to get across." (19-M)

"And you know, in terms of giving effects I would lower my voice or soften my voice a little bit and they would
really listen. It was better than just a monotone or really loud all the time." (4-F)

"...well, if you're trying to yell at them to try to get their attention, that doesn't work as effectively as if you bring it down to a slower pace, and a real serious tone. That has more of an effect than getting mad at them." (7-F)

7. **ENHANCING ORAL INTERPRETATION**

The reader must establish the intended overall impact of a written piece and how this is to be reflected in oral presentation.

Range: Participants - 10 - 48%

Incidents - 14

The value of modelling of oral interpretation by instructors in the communication course was recalled by participant-researchers (3). Comments indicated that the technique of scoring the script for an effective reading was not required after a short period (2). This was due to the internalization of the ability to vocally shape the story. One participant-researcher provided extensive details of reading involving the creation of specific voices for
characters in a story. The comments revealed that the necessity of placing emphasis on the script and not on the reader was understood.

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"What I learned also was...that a story is something on a page but the reader is who brings it alive....I see it in my own classroom. Even if you put a bit of 'oomph' in it, it encourages them (children) to read....You know, you're kinda like a one-man show reading stories." (10-F)

"That's a fantastic easy opener for a public speaking progression; just reading and then getting into some incredibly dramatic reading. ...I feel like now I can pick up an article or a book and read it intelligently..." (11-M)

"One component of the communication course was the oral reading; that was something I didn't know before taking that course...previewing, reading it through, and getting a feel for the literature, for the text." (15-M)

8. CONFIRMING COMMUNICATION

Subjectivity of reality is the basis for this category. The seminar leaders in the communication course were instructed to serve as models for the student teachers.
Specific instructions and practice in giving positive feedback was provided for the student teacher throughout the duration of the course.

Range: Participants - 10 - 48%
Incidents - 12

Participant-researchers referred to the positive environment created by the instructors in the communication course and commented on the effect of being part of this environment (10). Individuals recalled that the emphasis of the course was on the positive (8). Comments contained reflections of instructors and their encouraging attitudes and manners (2). The humour of the instructors reinforced the positive atmosphere by providing a release in such an intensive training program.

An example was given whereby a participant-researcher emulated a positive environment in her classroom as a direct result of recalling her experience in the communication course.

"...One thing we put emphasis on in the course was the positive. I think that would be an absolute. You'll never hear another negative word from me and that certainly came from the communication course because it was something I had never thought of, definitely never before." (18-F)
"I liked the course. I was very excited about it. It was very positive." (11-M)

"For the first few days all we gave was positive reinforcement. This really helped everyone see the good aspects of him or herself, because we have been socialized to be too critical of ourselves. After hearing the positive things over and over again I actually began believing that I possessed a strong presence in front of an audience, something which I never thought I had." (20-F)

9. DEVELOPING RELAXATION TECHNIQUES

Techniques such as diaphragmatic breathing, centering of oneself, relieving physical tension and thereby providing oneself with the focus, energy, and comfort to present effectively were introduced.

Range: Participants - 9 - 43%
Incidents - 12

Participant-researchers commented that they used the technique of diaphragmatic breathing to settle themselves before beginning to teach (3). The words 'breathing' and 'relaxed' were used as related activities. Comments also referred to the 'breathing' and physical exercises as important techniques as presented in the course (2). They provided a change, a 'lighter' thing.
Breathing was mentioned as a method of focussing energy. A specific incident was cited in which the participant research did not use the technique, was aware of this lack, and concluded that she would have been more effective if she had in fact, taken a moment to settle herself.

"The things that I used directly were breathing techniques for relaxation because I found that there were times when the stress was getting to me and there I was using them. I'd click back into the breathing. Also being conscious about how to speak, breathing and speaking and that sort of stuff." (19-M)

"...and you know I still do it, and I find now its almost a bit of a habit when I'm, say I'm called in to substitute and I'll get up in the morning and I'll have my cup of tea and have a shower, and you know I'll just move my neck around, it just, it just makes me feel so much better." (11-M)

10. IMPROVING EMPATHY

Empathy is the ability to perceive another person's view of the world as though the view were our own. It relates to recognizing the other’s thoughts and feelings.
Participant-researchers, recalled that the initial reaction to using an empathetic statement was that it 'felt silly' (3). However, having the opportunity in the seminars to practise this skill resulted in a positive change in this feeling.

Further statements referred to situations in which this technique was used during practicum (2). One described a positive one-on-one relationship and lack of defensiveness on the part of a child, and another mentioned using empathy in a parent-teacher interview, in which the teacher's view and the parent's view of the student were not similar.

"Empathy...it protected me a lot of times. When I would think 'I can help this person if I don't really let it get inside of me'; that I'm of better use to that person if I remain impersonal or businesslike." (16-F)

"Empathy was probably the main one, just knowing how to communicate with the students and with some of the parents." (14-M)

"I think what I found the biggest emphasis on in the course was the empathy and the talking one-on-one; and I think the thing that impacted on me the most was getting in
there when you're talking to the student and trying to understand where they're coming from." (18-F)

11. **ACTIVE LISTENING**

The evidence of active listening is a receiver's paraphrase of the speaker's message. The paraphrase may involve the content of what has been said; the feeling the listener believes is being sent; or both.

Range: Participants - 7 - 33%
Incidents - 12

Three interviews for this study began with references to these incidents, indicating the importance of this skill to the participant-researchers. Three different situations in which this skill was helpful were indicated. Firstly, it was used extensively in parent-teacher interviews. Secondly, using this skill allowed for understanding and appreciation of the children's point of view. One specific comment outlined the feelings of the participant-researcher while listening to a child recount the experience of leaving Viet Nam and coming to Canada. She concluded with the statement that without this skill the participant-researcher would not have known how to respond to this child. Thirdly, comments referred to job interviews. In one instance, the comment was made that the job interviewer was surprised and
pleased that this skill was being taught as part of a teacher training program.

"Something that I thought was a key part of the course...was the active listening. Particularly working with kids on a one to one. I found that really effective and that was part of the communication course. I mean, I didn't learn those skills in isolation." (15-M)

"To really and truly be able to identify what that person's feeling, you really need active listening, and do a lot less talking and um, that I did. I did that with the children, I made that effort; and because they came from such different backgrounds from mine I really needed to make that effort, to sit down and actively listen to their experience." (2-F)

12. IMPACTING ON LIFE

The reflection on and changes in self-concept; the developing of friendships, the introduction and practising of listening skills and the opportunity to participate in
the experience of the communication course impacted on the participant-researchers beyond the classroom experience of the thirteen week practicum.

Range: Participants: - 7 - 33%
Incidents - 10

Participants-researchers referred to being more effective in their interaction with family members as a result of having new skills (2). Understanding another's viewpoint and conflict-resolution were two of the main topics mentioned in these instances. Specific comments included references to improvements in marital and familial relationships (2).

One comment extensively outlines unpleasant experiences from the past which had impacted in a negative fashion and were now re-examined and resolved as a result of having a safe environment in which to reflect, and of knowing that one need not accept a negative self-image; it could be changed as it was based on perceptions which are subjective not absolute.

Participant-researchers discussed the impact in terms of participating in job interviews (2). One comment ended with the statement that he was immediately hired, which he accredited to the confidence he displayed verbally and nonverbally in the interview.
"I think those (experiences in the communication course) will be lifetime reference points for me as something that's good, and something that's important and something that I experienced. The experience of it." (11-M)

"...and being able to understand people, that's one of the best things I got. We had to check on perspectives (perceptions) I'm more tolerant of people simply because I now know. I know." (4-F)

"I really think my communications improved, my interpersonal communication." (2-F)

13. INCREASING_AWARENESS_OF_THE_TEACHER_AS_COMMUNICATOR

Direct references made to the development of this perception of the teacher as communicator.

Range: Participants - 7 - 33%
Incidents - 10

Comments by participant-researchers were straightforward statements of recognition of 'myself as communicator' and how one's communication affects others (2). Comments further indicated recognition of the importance of determining how one communicates and its effect on children (3).

One interviewee provided two perceptive and insightful comments: appreciation of the impact of the teacher on the student and awareness of the demanding requirements of the
teaching profession. The other comment related to a realization of the change in the teacher role, from one who dispenses information to one who facilitates learning.

"The process made me more aware of myself as a communicator. Now I can see myself as being ineffective. If people don’t hear me it’s not because they are not listening. It could be what message I’m sending, my nonverbal might not communicate what I’m saying, my face, that sort of thing, I mean in my words. And that is the awareness that I’ve received." (7-F)

"I think that most of us who have chosen to go into education have the capacity to communicate, but what it did was to make us more aware of how we’re doing it...." (18-F)

14. MODELLING

The encouragement, positiveness, humour and role modelling provided by lecture and seminar leaders impacted on the participant-researchers.

Range: Participants: - 6 - 29%
Incidents: - 17

The comments by participant-researchers covered a wide range of influencing incidents. The number of comments made
in this category is significantly higher than the number of participants-researchers; the ratio being more than 2 to 1. Consequently, it must be assumed that the impact of the leaders was pertinent to these participant-researchers. The enthusiasm, caring and 'humanness' of the leaders were three factors repeatedly mentioned (6). The effect of these qualities was to enable the participant-researchers to take risks without fear of ridicule. A sense of sharing, of trying to help the participant-researcher discover his or her potential was also articulated (6).

"...and the instructor was very, very positive with us. Always, all the time, building us up, encouraging us, praising us, bringing us along. Actually to just go through the experience...She was shaping us positively and I think I'm going to remember that." (11-M)

"...it had an impact on me simply because the teachers cared. For one thing it helps, and I was motivated because the teacher cared." (4-F)

"Watching the profs...watching the way they always came up; I mean, it was business. It was light and it was funny. They were approachable, but it was always business. They were really well prepared. Everyone was on task." (13-M)
15. PRACTICALITY OF THE COURSE

A combination of theoretical and practical components constituted the format for the communication course. Concepts and skills presented in morning lectures were discussed and practiced in afternoon seminars.

Range: Participants: 6 - 29%
Incidents: 11

Appreciation was expressed by the participant-researchers for the opportunity to practise the skills presented in the communication course. The comments referred to the necessity of having this combination of theory and practice (5). Descriptions were given of the exercises undertaken in the communication course, and how they impacted specifically on the practicum. Specific incidents were recounted, connecting an experience in the communication course with one on practicum.

"To me, it was the only course that really tied the theory from the books, and put it into practice where we were actually using it right there and it became very clear to us how these things would affect our teaching." (19-M)
"It was the only course that I could apply, you know, that I could apply a portion of it into my everyday teaching." (5-F)

"It was key, I mean, it doesn’t matter how important a concept is, you are not going to get it across to a group of students if you don’t use effective communication techniques." (15-M)

16. USING THE 'I STATEMENT'

This technique involves identifying the personal effect of another person’s actions on the speaker, without evaluating the actions of the other. The comment is stated in terms of expressing a speaker’s feelings about an action, not a judgment of the action using the word ‘I’.

Range: Participants - 6 - 29%
Incidents - 11

This technique was often used by participant-researchers in parent-teacher interviews. In one instance, the comment referred to the effectiveness of using this skill to deal with problem students as it allowed for clear communication without placing blame.

Another comment recaptured an incident with a student which was not handled effectively. However, the participant-researcher immediately realized that she could
have, in fact, used the 'I statement', thereby creating better communication between herself and the student.

"I did have to use it ('I message') on my practicum with sort of problem students...so that was something that was brought to my attention through communications and I thought about it a lot, 'Oh yeah, I learned that in communications.' " (5-F)

"...especially the 'I' messages that one definitely was a result. I can definitely put that one back to communication." (7-F)

17. ENCOURAGING RATHER THAN PraISING

The intent of this technique is to teach children to appreciate their achievements without needing affirmation from someone of authority.

Range: Participants - 5 - 24%
Incidents - 5

The participant-researchers felt this was an important skill which they used extensively (5). It allowed a means to 'identify with what the child had done'. One comment referred to looking at the handouts on this topic during the practicum.
"I think the thing that had the biggest impact on me was the section on encouragement versus praise. That I was really conscious of on the practicum and even now...It gave me a way of identifying with what the child had done and being more encouraging." (2-F)

18. JOURNAL WRITING

The training teachers in the course were given an outline to use in order to reflect on the activities of the day. They were asked to reflect on their reactions to the day's work in terms of their own work and the achievements of their colleagues.

Range: Participants - 5 - 24%
Incidents - 6

The participant-researchers recognized the value of having a specific place to record their development. The journal entries required reflection on not only the individual's growth but that of others in the course. In this way it provided an excellent opportunity to develop skills of reflection and evaluation (3). Listing shortcomings allowed for a sense of freedom in that these were being recognized without fear, and consequently
improved upon. An astute comment referred to the value of writing in order to 'put things into perspective in mind'. This was seen as a way to gain self-control.

"We did the journals and that was worthwhile...we got comments back on what we'd written...and we weren't being evaluated on what we wrote, and that's essential in a journal." (6-F)

"...now that I look back at it I think I have learned a lot and it was good to keep a record of the things I was having problems with....The journal helped me realize through the period the skills I had to work on." (3-M)

19. IMPROVING EYE CONTACT

Eye-contact provides an opportunity to involve the listener in the message. It helps to ensure that the listener is accepting his or her responsibility in the interaction. It is a valuable technique for class management.

Range: Participants - 5 - 24%
Incidents - 8

Participants-researchers mentioned becoming aware of the value of eye contact as a controlling and monitoring
technique (3). It was also mentioned in as an aspect of communication that had not been considered before but was not considered to be crucial (4).

"Eye contact is essential in communicating to a classroom and can be a subtle way of involving people in what you are doing." (21-M)

"I wasn't as aware of the effect of eye contact before I took the course...eye contact with everyone, watching my mannerisms...I really found it quite useful." (19-M)

20. SETTING_UP_PHYSICAL_SPACE

The necessity of arranging the classroom to allow for maximum comfort, eye contact with students, and moveability.

Range: Participants - 3 - 14%
Incidents - 3

The need to attend to the physical environment to ensure maximum comfort and communication was noted by participant-researchers (3). This allowed them a shared sense of ownership in the room and also contact with more students in an effective and comfortable fashion.
"I was told that you move the physical around you until you're comfortable. That is one skill I took away because the minute I walked into the classroom I started to change things a little and when I took over the classroom completely I rearranged the physical setting to meet my needs and the students' needs. Things like what is outside the peripheral vision of the overheads, or the depth of field; you know, how deep you want the rows to go or what makes you comfortable or how much pacing room you need in front of the classroom. There's proof in the journal that I walked too much at one time, so that is a skill we picked up in the course." (3-M)

SUMMARY

The foregoing twenty categories have described the aspects of the communication course which impacted on the participant-researchers. Elements of the presentational style of this course allowed the participant-researchers to feel confident and safe in taking risks. This resulted in a positive change in self-concept and in the development of effective communication skills, both presentational and interpersonal. The skills were specifically mentioned in terms of application on the thirteen week practicum. Thus, by their own admission, the participant-researchers view themselves as being more effective speakers and listeners than they were before participating in the communication course.
B. HINDERING INCIDENTS

Hindering incidents are those components considered not helpful in allowing the participant-researchers to acquire the greatest benefits from the activities undertaken during the communication course. Such incidents were collected from the data (23). The main hindering incident was the exhaustiveness which often accompanies such an intensive training program (5). Observations concerning the lack of 'crispness' in some aspects of the lecture were mentioned (4). The textbook was seen as not being required and considered a waste of time as the contents were presented well in the lectures and seminars (4). Journal writing was also considered an activity which did not enhance learning (3). Statements suggesting information overload were made, yet, it was clearly stated in these instances that the overloading did not relate to the two-week time frame of the course as the intensive training was considered to be effective (3). The nervousness experienced in the videotaping components of the course were viewed as debilitating (2). The final comments referred to the assignment of transcribing and evaluating an interview as not being useful (2).

The relative lack of hindering incidents indicates that they were negligible compared to the much larger number of facilitating incidents.
C. STRUCTURED QUESTIONING

The responses to the three questions in this part of the interview were articulate and specific. The participant-researchers did not hesitate to provide answers. The evaluation of the responses to each question are provided in the following section.

QUESTION # 1: "Did the communication course have an effect on your self-concept?"

Although this first question had often been addressed in the open-ended section at the beginning of the interview, the responses in the structured questioning portion of the interview were as dramatic and emphatic. One participant-researcher credits the communication course with helping her stay in the education program: "I feel a lot better about myself. I didn't have that confidence when I first went into education." In another instance, the comment related to the difficulty of being an Anglophone and having to communicate in French. Knowing how to communicate effectively allowed for a level of control in this difficult situation and therefore a sense of well-being. The positive, supportive nature of the course allowed one participant-researcher to "develop a sense of humour towards myself". This comment was also made during the open-ended questioning by two other participant-researchers. The final comments in this section, as in the open-ended questioning, stipulated that
the participant-researchers were comfortable examining and improving weaknesses as they felt safe and confident because they were given specific skills with which to make changes.

QUESTION # 2: "Did the course affect your concept of the teacher role, in terms of attitude, responsibilities, or philosophy?"

The diversity of the classroom teacher's responsibilities were aspects not realized by some of the participant-researchers. The need for counselling skills was clarified for them. One participant-researcher stated that the experience of the communication course provided a new model for him. He reflected on his experience as a child in school and realized that he had modelled himself on those remembrances. These had led him to consider his role in the classroom in the transmission orientation; information to be dispensed. He now perceives himself as a facilitator in the classroom, with the need to use different styles of presentation. One comment explained that "if there's a definition of flexible, it's the teacher, and you learn that from communication course."
QUESTION # 3: "Did the course affect your idea of the teacher-student relationship?"

The responses to this question confirmed this researcher's belief that some teachers in training today hold beliefs about the teacher-student relationship associated with the academic-technological era in which they were educated. The words 'authority', 'boss', and 'know all' were the words used to identify understanding of the teacher's status relative to the student. The change which took place as a result of the communication course, was expressed with the words 'we learn together', 'it's more of an exchange' and 'you're building a relationship with them'. This involved recognition of students as active, not passive listeners. Two comments, indicating this awareness, referred to giving the students 'a sense of responsibility', in the first instance, and 'sharing talk with them', in the second instance.

A greater understanding developed for the feelings and backgrounds of the students. The need for the teacher to remember that problems outside of the realm of the classroom affect the children and therefore often require attention, was reconfirmed. A participant-researcher expressed the need to 'empathize, put yourself in their shoes', something he had not thought of doing before. His following statement was: "I think that's the most important thing of the course."
That's taught me to come down to that level, whatever level that might be".

CONCLUSION

The use of the structured questioning technique at the end of the critical incident technique presented the opportunity for the participant-researchers to reflect on these aspects of the course if they had not already done so. The data collected with this technique reflected the findings of the data from the critical incident technique concerning these topics.
SUMMARY

The study was undertaken to determine if and how the knowledge, skills and techniques presented in a Communication Skills in Teaching course had carried over into a thirteen week practica undertaken by elementary student teachers in training.

Twenty-one student teachers consented to take part in this study. There was representation from the primary and intermediate divisions of the Elementary Teacher Education Program. The numbers of men and women were relative to the ratio of men and women in the program as a whole.

These individuals had participated in the two week (EDUC 316) Communication Skills for the Classroom course in the fall of 1988 and in a thirteen week practicum a year later. This study, undertaken in the spring of 1990, took place nineteen months after the experience of the communication course.

Flanagan's critical incident technique (1954) and a structured questioning technique were used to collect the data for this study. The interview format focussed on critical incidents and structured questioning.
Two hundred and seventy-three facilitating and twenty-three hindering incidents were obtained using the critical incident technique plus responses to the structured questioning. Twenty categories were induced from the facilitating incidents. The four highest ranking categories were 'Developing Confidence', (71%); 'Developing Self Awareness', (57%); 'Bonding', (57%); and 'Improving Self Concept', (52%). Very few hindering incidents were reported.

FINDINGS

The findings of this study indicate that the student teachers did use the knowledge, skills and techniques learned in the Communication Skills in Teaching course on their thirteen week practica. Specifically, the findings are as follows:

1. The strong presence of a dominant positive attitude as part of the presentational make-up of the communication course had a significant impact on the participant-researchers.

Direct reference was made by participant-researchers to the "emphasis on the positive" as the overall philosophy of the communication course. Participant-researchers were very clear in recalling this aspect of the presentation. They related it to the attitude of the instructors, described as being "enthusiastic", "caring", and "warm"; terms which are
a part of the language of a humanistic approach to education.

2. A second finding of the study is the powerful bonding which occurred amongst the participant-researchers, and the impact this had on the individuals.

The participant-researchers, themselves, seemed quite incredulous that this bonding had not only occurred, but was maintained beyond the time frame of the course. Strong statements were made suggesting that this bonding formed a base for the teacher training program and brought a feeling of 'humanness' and 'cohesiveness' to the whole program. 'A feeling of community' was another description used to denote the effects of this mutual sharing. The following quote from one of the participant-researchers may best articulate this common reaction:

"I found the communication course to be invaluable. It was one of the most memorable two weeks I had while studying...It helped us all get to know fellow members of our faculty. Through the camaraderie we developed during the two weeks, I felt more confident...This was a powerful outcome of the course, the extent of which was probably not imaginable by anyone during the planning process of 316."

The importance of this finding cannot be overstated: bonding must be considered to be one of the most significant results of the communication course.
3. The third finding is that the participant-researchers indicated that the development of confidence and a positive self-concept enabled them to take risks.

The participant-researchers indicated that this was achieved because they were given an opportunity to be reflective, and the time to act on these reflections. Numerous references were made about the powerful strategy of repeated video taping of presentations in a reinforcing environment. The opportunity to see oneself from the viewpoint of the listener, make necessary adjustments and see the effects, provided for a sense of accomplishment and satisfaction. Positive feedback from colleagues and seminar leaders further contributed to the evolving of a strong sense of self. It was noted that this empowering of self enabled the participant-researchers to feel confident in asking for assistance from school advisors during their practicum. In addition, it was stated that it provided the basis for improved interpersonal communication.

4. The fourth major finding is the impact of the professional modelling of the course instructors.

Participant-researchers commented extensively on the diverse presentational style of the lecturers in the large group session and the interpersonal skills of the seminar leaders. Further student comments indicated the participant-
researchers replicated this modelling behavior during the practicum, realizing the importance for teachers to be models for children in the classroom.

5. The fifth major finding of the study is the realization that the more effective the participant-researchers' communication skills the more effective their teaching performance.

Students were surprisingly unaware of the impact of their nonverbal behavior, particularly on children. After completing the course they referred to the importance of making eye contact, of having a strong physical presence, and of using space effectively. The impact of proxemics resulted in participant-researchers making greater use of the classroom space for instruction.

The need for a modulated voice to provide motivation and maintain interest was recognized by the participant-researchers. Children's interest, maintained during oral reading, was attributed to the skills of oral interpretation; tempo, rhythm, emphasis, pacing and pausing. The use of the voice as a controlling device was utilized as a result of this awareness, in a constructive rather than in an authoritative manner. Participant-researchers also indicated a feeling of satisfaction as a consequence of being able to feel good about their presentational style.
CONCLUSION

In an examination of the findings, it is clear that the communication course provided change and development in attitude, skills and techniques which impacted on the participant-researchers on two levels. Firstly, changes took place on a personal level as the students, provided with a safe and caring environment, proceeded to develop their potential as human beings and recognized the importance of a positive attitude and environment for these changes to occur. Secondly, the self-confidence and self-awareness which resulted from the evaluation of self, allowed for introspective focussing on the skills and techniques requisite for the teacher to be an effective communicator in the classroom. That all these results epitomize the demands upon teachers in the last decade of the 20th century is a given.

LIMITATIONS OF THIS STUDY

This study is based on a retrospective view of a course experience by a limited number of course participants. In making generalizations to similar experiences, it must be recognized that this study represents the findings of a particular class at a particular time.
IMPLICATIONS FOR FURTHER STUDY

Several possibilities for further study result from the findings in this study. The first involves the assessing of the participant-researchers' evaluation of their performance during the practicum experience from other perspectives. Firstly, an examination of the school advisors' anecdotal reports of the participant-researchers' performance on practicum relative to the assessment of the participant-researchers would be of value. This would be supplemented with an interview with the school advisors.

Secondly, it will be important to replicate the study with other groups of students, i.e., from the 1989 and 1990 groups, to ascertain the consistency of the results. The interview data could also be supplemented with standardized measures of self esteem, attribution, etc.

Another possibility would be to have a tighter controlled study. Individuals could be identified at the beginning of the course and followed through the experience of it using journal entries, interviewing and questionnaires.
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APPENDICES
APPENDIX A

OUTLINE FOR THE COMMUNICATION SKILLS IN TEACHING COURSE
This course is designed to provide pre-service teachers with an understanding of the principles of effective communication in a variety of contexts. Its seminar component of three hours per day will allow them to practice skills which will enhance their interpersonal effectiveness.

GOALS:

Specifically, as a consequence of their experience in the course students will be expected:
1. To understand the principles of effective communication;
2. To develop the skills necessary to communicate effectively with children, parents, teachers, school personnel, community resource people and media.

SPECIFIC OBJECTIVES:

- To enable students to explain a model of effective communication.
- To enable students to understand the importance of the self-concept in the communication process.
- To enable students to understand how their communication affects the self-concept of others.
- To enable students to look at themselves realistically.
- To enable students to develop the flexible use of their voice.
- To enable students to develop an effective style of oral presentation of information.
- To enable students to understand how perception can be changed by different physiological and psychological barriers.
- To enable students to develop the realization that there are many variables to consider in the perception of other people.
- To enable students to improve their ability to observe and understand non-verbal behavior.
- To enable students to learn active listening and interviewing skills through a laboratory training model.
- To enable students to identify reasons for poor listening effectiveness.
- To enable students to discover ways each individual deals with conflict and to learn several non-confrontational strategies for conflict resolution.
- To enable students to learn how to give and receive feedback.
- To enable students to use the communication skills learned in the course in both a personal and professional context.

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COMMUNICATION SKILLS IN TEACHING

1. The Communication Process:
   1.1 The definitions of communication
   1.2 The elements and levels of communication
   1.3 The central role of language in communication
   1.4 The implication of global communication in our 'information society'
   1.5 Relevant models of communication
   1.6 Communication patterns in the school and classroom reflecting current changes in B.C.
   1.7 Implications for classroom instruction

2. Self-Concept in the Communication Process:
   2.1 Self-concept and self-esteem
   2.2 Roles and expectations: effects on communication
   2.3 The power of first impressions: projecting credibility
   2.4 Models of self-awareness: self-disclosure and feedback
   2.5 Understanding the individual: personal expectation levels and learning styles

3. Speech Communication:
   3.1 Components of effective speech: breathing, volume, rate, articulation, expression, pitch
   3.2 Effective use of the voice by the teacher
   3.3 Speech barriers to communication
   3.4 Introduction to public speaking

4. Nonverbal Communication:
   4.1 Characteristics, functions and categories of nonverbal communication
   4.2 Cross-cultural nonverbal communication
   3.3 Nonverbal barriers to communication

5. Listening Skills:
   5.1 Components of listening
   5.2 Review of questioning strategies
   5.3 Perceptions and roadblocks to good listening
   5.4 Learning styles and listening

6. Communication Skills:
   6.1 Responding with specificity and concreteness
   6.2 Responding with reaction, interaction and action skills
7. Interview Skills:
   7.1 Interviews: types, formats and structures
   7.2 Interviews with children, colleagues, administrators and parents
   7.3 Interviews with special needs and handicapped children and their parents
   7.4 Planning an interview

8. Barriers to Effective Communication:
   8.1 Language-related barriers
   8.2 Cross-cultural barriers
   8.3 Psychological barriers—resistance to effective communication (students, staff, parents, special needs and handicapped)

9. Understanding Group Behaviour:
   9.1 Building group unity in the classroom
   9.2 Types, components, characteristics of groups
   9.3 Stages of group development
   9.4 Interaction skills

10. Review of Communication: The Teacher:
   10.1 Review of roles, functions, influence and power
   10.2 Review of teaching functions
   10.3 Review of delivery techniques

COURSE EVALUATION

Journals: 5 daily (2-4 pages) 10
Chapter Presentations 10
Oral Interpretation (Final Wednesday) 10
Interview (Due Final Thursday) 25
Formal Presentation (Final Friday) 20

ASSIGNMENTS:

(A) COMMUNICATION JOURNAL:

"Notes to myself and my seminar prof!"

WRITING IS COMMUNICATING! Each student will keep a regular communication journal as a record of course-related content, activities, reactions and reflections. The purpose is to make the students more aware of their own communication habits and the successful changes in them. By becoming aware of modes of communication around them and of the techniques of those who communicate well, students can begin to improve their own skills.
The journal should include the following introspective comments:

a. Personal reflections and/or reactions to participation in course activities.
b. Reaction to course content.
c. Listing of successful teaching/communication techniques in the large-session lectures and the seminars.
d. Observation of the communication process outside of the seminars.
e. Personal awareness and growth in communication skills.

(B) CHAPTER PRESENTATION

Small groups will present to their seminar topics from selected chapters of the text. Each person will be evaluated on his/her contribution to the presentation.

(C) ORAL INTERPRETATION

A three-minute oral interpretation of the student's choice of a poem, short story, novel, etc. will be presented and videotaped in the seminar. Evaluation will be the professor's responsibility with seminar providing verbal critiques.

ORAL INTERPRETATION MARKING GUIDE

1. Appropriateness of selection 1 mark
   Introduction
2. Understanding of the text 1 mark
   Empathy, feeling, mood
3. Interpretations skills 4 marks
   a. Verbal: emphasis, pausing, phrasing
   b. Non-verbal: gestures, eye contact
4. Vocal Skills 4 marks
   Volume, rate, pacing, tempo, rhythm,
   Articulation, pronunciation
   Inflection, pitch
(Time: 3 minutes) 10 marks/total

(D) INTERVIEW

The purpose of this interview is to demonstrate the effective and appropriate use of communication skills learned in this course.

Required

1. A 15-20 minute interview is to be audiotaped/videotaped. The interview must be spontaneous and non-stop. You may interview a member of the class or a friend. Remember: The purpose is to demonstrate communication skills. To ensure that you have the opportunity to demonstrate a broad range of skills it is helpful to focus the discussion on a particular problem or situation (role playing is acceptable).
2. Write out everything that is said on your tape until you have recorded ten consecutive interviewer responses. Use a dialogue format, that is: start a new line for every change of speaker. This transcript is for your own use in the analysis and to help the instructor understand the context in which your analysis is conducted.

3. Using the analysis form, analyze every response you make as follows:

   A) **SCRIPT**: In this column, write the statement of the person being interviewed or the non-verbal behaviour to which you responded. Write your response

   B) **INTERVIEWER SKILLS**: In this column, indicate which skills you used, e.g., paraphrasing, confronting, etc.

   C) **RATE THE RESPONSE**: On a 5-point scale, rate your response as follows. (The better your response, the higher the score).

   Rating scale: 1 2 3 4 5
   Very Poor Poor Marginal Good Very Good

   Do not draw the scale, just write in a figure from 1 to 5 to indicate how you rate yourself.

   D) **ALTERNATE RESPONSE**: In this column, write in another response you might have made. If you think your original response was very poor, write in one you think would have been better. If you think your response was good, do a little polishing, re-phrase the response, or perhaps try a completely new remark. Indicate the skill(s) used at the end of your alternate response.

   E) **COMMENTS**: Indicate your purpose in changing your response, eg. "I thought it would be possible..." or, "I thought it would be just as good..."

   You are not obliged to use any set formula so long as we know your purpose in using the skill(s) you suggest. You may add any other comment you wish.

**PLEASE NOTE**: There are no perfect or absolutely correct responses any more than there are absolutely wrong ones. What we are trying to measure here is your ability to understand what is happening and to perceive a better or alternate action you might have taken.

Both your capacity to assess your responses and to think of a good alternative are important. If you rate your original response as "Very Poor" (see scale), that is not an occasion for anxiety, simply indicate how you might have done better. If you rate the response as "Very Good", indicate what might have been equally effective.

Please make as many copies of the Analysis Form (Appendix 1) as needed.
Each student will make a formal presentation on a topic of information directly related to practicum (4-5 minutes) on school observation experience.

1. Content 6 marks
2. Organization 8 marks
   I. Format:
   a. Introduction (motivation) Why?
   b. Body of information
   c. Conclusion/Review
   II. Language
   a. Style: Accuracy, simplicity, coherence, appropriateness.
   b. Strategy: Definition, restatement, imagery.
3. Speech skills 6 marks
   a. Verbal: Volume, rate, tempo, emphasis, phrasing, articulation, pitch, inflection.
   b. Nonverbal: ProXemics, movement and stance, facial expressions, gestures

20 marks/total
APPENDIX B

MANUAL FOR AFTERNOON COMMUNICATION SKILLS IN TEACHING SEMINARS
OBJECTIVES

1. To get to know each other in order to build a cooperative and trustful learning environment in the seminar.
2. To review course objectives.
3. To introduce students to the VCR equipment. They will be responsible for its operation.
4. To understand the components of the communication model.

ACTIVITY 1

TITLE: Introductions (45 minutes)

PURPOSE: To get acquainted and learn names of members of class

PROCEDURES:

1. Welcome students.
2. Introduce yourself.
3. Explain importance of knowing one another in a communication skills class.
4. Form dyads (groups of two). The instructor uses him/herself to even out the dyads if necessary.
5. Each member of a dyad will interview the other. (3 minutes per person)
   Find two unique things to tell the group about the person you are interviewing.
6. Introduce partner to the large group. Use the person's name instead of 'he' or 'she' when presenting information.
TITLE: What is the Communication Course? (30 minutes)

PURPOSE: To review course objectives and requirements

PROCEDURES:
1. Overview.
2. Elaborate objectives.
3. Explain assignments.
4. Discuss expectations (attendance at main lectures, performance, improvements, etc.).
5. Ask for student input on what they hope to learn based on recent classroom observations (EDUC 315, Tuesday mornings). Elaborate student expectations.
6. Discuss apprehensions they may have.
TITLE: Guidelines for Feedback (15 minutes)

PURPOSE: To review the general guidelines for giving feedback and the various types of feedback.

PROCEDURES:

1. The guidelines for feedback and the types of feedback will have been introduced in the morning lecture.
2. Check with each member to ensure that s/he is willing to observe the guidelines for giving feedback in the group.
3. There may be additional guidelines which group members would like to add. If so, add them to the list.
4. Briefly discuss the types of feedback which would be most appropriate for this group.

General Guidelines for Giving Feedback

1. Establish the focus for feedback
2. Give the person specific suggestions.
3. Focus feedback on behaviour rather than on personal qualities.
4. Describe what is seen, not inferences, or judgements.
5. Deal with one issue at a time.
6. Be tentative in observations, i.e., it seemed to me ... or from my perspective ...
7. Use encouragement and identify strengths as well as weaknesses.
8. Keep what is said in the group within the group – observe expectations for confidentiality.

Types of Feedback

1. Halo (glowing praise).
2. Glossed Over (minimize criticism).
3. Strength Confrontation (encouragement and focus on strength).
4. Alignment (criticisms and compliments are parallel).
5. Force Field Analysis (list strengths and weaknesses).
6. The Sandwich (first positive, then negative, close with positive).
7. Between the Eyes (direct critical feedback).
8. Thunder (rage and general negativity).

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TITLE: Why I Want To Be a Teacher? (75 minutes)

PURPOSE: The students will present an extemporaneous speech which will be videotaped for critiquing with feedback guidelines.

PROCEDURES:

1. Allow students to sit in pairs and brainstorm about the topic beforehand for 2-3 minutes.
   ** Prefocus the camera during the discussion and have the VCR ready to go!

2. Videotape students sharing a one minute presentation on the topic of 'Why I Want To Be a Teacher?' Short outline notes are acceptable.
   ** After 50 seconds a student will indicate the time, and the speaker must draw to a conclusion

3. Immediate playback and feedback. [Prior to the rerun on the video.] Assign two students to give feedback to each speaker. Emphasize the positive strengths of each student.
   ** Remember to use the fast play button to shorten the amount of time needed for playback

4. Instructors should provide specific feedback.

5. Focus of Feedback: Positive Emphasis!
   a. Organization of presentation (introduction, conclusion).
   b. Non-verbal communication (eye contact, posture).
   c. Verbal communication (rate, volume, expression, enthusiasm).
TITLE: Evaluation/Closure (15 minutes)

PURPOSE: To provide an evaluation and consolidation of learnings.

PROCEDURES:

1. Have the group sit in a circle. It is advisable for the instructor to start with a response to one of the statements. Not all statements will be used.

   I learned that I....
   I was surprised that I....
   I remembered....
   I found it hard to believe that....
   I was saddened that I....
   I enjoyed....
   I never knew....
   I plan to change
   I want to learn....

   (This activity may be used in other seminars and as a basis for comments in the journal.)
SEMENAR 2 - SELF CONCEPT

ACTIVITY 1

TITLE: Group Complimenting (35 minutes)

PURPOSE: To experience the impact of complimenting oneself in a group situation.

PROCEDURES:

1. Divide the large group into 3 smaller groups with 4-5 members in each subgroup.

2. Each person should share three positive statements about oneself. These needn't feature areas in which s/he is an expert, and does not have to be concerned with momentous feats. On the contrary, it's perfectly acceptable to tell some part of self that leaves s/he feeling pleased or proud.

   a) For instance, you might talk about the fact that instead of procrastinating you completed a school assignment before the last minute, that you spoke up to a friend even though you were afraid of disapproval, that you bake a fantastic chocolate cake, or that you frequently drive hitchhikers to their destinations although it's out of your way.

   b) If the students are at a loss for compliments, have them ask themselves:
      - What are some ways in which you've grown in the past year? How are you more skillful, wise, or a better person than you previously were?
      - Why do certain friends or family members care about you? What features do you possess that make them appreciate you?

3. To conclude the activity, ask the students to consider the following: Did you have a hard time thinking of things to comment about? Would it have been easier to list the things that are wrong with you? If so, is this because you are truly a wretched person or because you are in the habit of stressing your defects and ignoring your strengths? Consider the impact of such a habit on your self-concept, and ask yourself whether it wouldn't be wiser to strike a better balance distinguishing between your strengths and shortcomings.

4. In the larger group discuss some of the insights that were generated in the sub-groups.
SEMINAR 2 - ACTIVITY 2

TITLE: Critical School Experiences (45 minutes)

PURPOSE: To share ways in which teachers enhance and detract from a student's self concept.

PROCEDURES:

1. Ask each student to think about a personal school experience when a teacher enhanced their self concept or detracted from it.

2. Students divide into pairs (or triads) and discuss their experiences (10 minutes). Also encourage students to share experiences from their School Observation assignment.

3. Discuss in the large group the nature of positive and negative experiences.
   a) relate the discussion to the guidelines for giving feedback
   b) ask group members how old they were at the time of their experiences
   c) how have the experiences impacted them in later life?
TITLE: Personal Styles (60 minutes)

PURPOSE: To appreciate how personal style influences the way in which we are perceived and misunderstood by others.

PROCEDURES:

1. This activity is based on the Individual Style Survey (ISS) which was introduced in the lecture session. Ask the group members to indicate whether they are more Introspective or Interactive according to the Individual Style Survey. For those who have an equal score, ask them to choose which side seems more comfortable to them. (Note; the division can also be made on People/Task if this seems more appropriate).

2. Divide the groups into the two sub-groups (Interactive/Introspective) and ask each group to discuss: (15-20 min).
   a) initial reactions to being in this group
   b) how does this particular orientation influence their behaviour and self concept.
   c) what are some of the ways in which they are misunderstood.

3. Each group is to then choose a spokesman and address the other group explaining what was discussed in their group (Note: often it is people with a different style who are the cause of frustration and misunderstanding).

4. Brainstorm ways in which some of the misunderstandings can be minimized.
ACTIVITY 1

TITLE: Breathing Exercises (10 minutes.)

PURPOSE: To learn to extend the length of breath for more effective communication.

PROCEDURES:

1. Exhale breath.
2. Breathe in to the count of 6 (by seminar leader).
3. Hold for the count of 3.
4. Exhale to the count of 6.
5. Repeat with an 8-4-8 count.

ALPHABET DRILL:

1. Exhale breath.
2. Breathe in and then slowly recite the alphabet.
3. Repeat using alphabets from other languages.
TITLE:  Tongue Twisters (10 minutes.)

PURPOSE: To increase articulation skills.

MATERIALS NEEDED: Tongue Twister Handout

PROCEDURES:

1. Encourage student to softly 'try' the tongue twister on their lips.

2. In pairs, students alternate reading the tongue twisters, slowly at first, then increasing the speed yet emphasizing articulation.

3. With the whole group have the students read the tongue twister in unison, highlighting the principles of interpretation.

Focus of FEEDBACK:

a) Volume

b) Clarity of articulation

c) Expression
TITLE: One-Sentence Speeches (VCR) (60 minutes.)

PURPOSE: To facilitate feeling comfortable with extemporaneous speaking.
To focus on nonverbal aspects of speech presentation.

PROCEDURES:

1. Each student is to find a sentence in the text which gives a piece of advice to the group. S/he will then walk up to the podium, wait, make eye contact with the group, and present the sentence.

2. Videotape the presentation for sharing and discussion.

3. NOTE: In several cases you may want the students to redo the sentence IMMEDIATELY! - for volume, strength, eye contact, or for direct focus on one student who supposedly was not listening!!

4. FOCUS OF FEEDBACK:
   a. WAIT until the audience is ready! Eye contact!
   b. Nonverbal - posture, eye contact, firm walk
   c. Verbal - volume, rate, articulation, expression - emphasis on smooth yet firm delivery
SEMINAR 3 - ACTIVITY 4

TITLE: Effective Reading: Newspaper Article (60 minutes)

PURPOSE: To practise speech skills: emphasizing articulation, rate, emphasis and inflection.

PROCEDURES:

1. Discuss with the students their favourite television news broadcaster in terms of their presentation style. What are his/her strengths? How do they show they are credible? Sincere?

2. Divide the students into pairs and, as TV news broadcasters, have them practise reading the first part of an article to each other.

3. Encourage the students to begin their newscast by saying 'Good evening' and then reading the headline first. This will help their performance. (Video) Focus on camera!

4. FOCUS OF FEEDBACK: Rate, volume, articulation, eye contact and flow of reading.
TITLE: Breathing (5 minutes)

A. Repeat count exercise from Seminar 3.
   (increase count)
   Release breath with "S" sound to establish an even exhalation of breath.

B. Take in a breath.
   Count, ("1-2-3-etc.") using languages known by group members.
TITLE: One-Way/Two-Way Communication (30 minutes)

PURPOSE: To practise precision in giving directions.
To emphasize the importance of word choice.

PROCEDURE:

1. Establish four groups.

2. One person is to be seated with his/her back to the group and is given a diagram (series of squares). Refer to the diagrams provided.

3. The student is to instruct the participants in how to draw the diagram. No questions are allowed. (Have one group outside of the room for quiet if necessary.)

4. Repeat with second diagram. Students are allowed to ask questions.

5. WHAT IS THE DIFFERENCE IN THE COMMUNICATION?
TITLE: One-Way Communication

PROCEDURE:

Sit with your back to your fellow students. You are to give them precise instructions as to how to draw the following diagram. You may not answer any questions. Good Luck!
TITLE: Two-Way Communication

PROCEDURE:

Sit facing the other members of your group. You are to get them to draw the following illustration accurately and precisely. You may answer any questions that they may have. Good Luck!
TITLE: Action Speaks Louder Than Words (20 minutes)

PURPOSE: The students will become aware of their skill in using nonverbal cues to relay messages.

PROCEDURE:

1. Send four students out of the room.

2. Then read the following paragraph to a fifth, who must try to remember it and act it out for the first student to return, who will in turn act it out for the next student, and so on.

3. YOU HAVE JUST RUN OUT OF GAS WHILE DRIVING AND YOU PULL OVER TO THE SIDE OF THE ROAD. YOU ARE UPSET AT THIS BECAUSE YOU ARE LATE SO YOU KICK THE FRONT TIRE OF THE CAR. THEN YOU SEE A BIKE AT THE SIDE OF THE ROAD. YOU GO GET IT, GET ON IT, AND RIDE AWAY.

4. Emphasize the nonverbal cues used to keep the message clear. If there was a communication breakdown as a result of a weakness in the nonverbal cues, discuss how it could have been avoided by using more specific clues.
TITLE: Oral Interpretation Practise (15 minutes)

PURPOSE: To practise changing verbal emphasis for meaning.

PROCEDURE:

Have the students say the following sentences in as many ways as they can to express different emotions and meaning.

A. I wouldn't say that.
B. I will walk home now.
C. I don't want to go to that store.
D. Why don't you answer the phone?
E. If I have to go, I will.
F. I thought you were dead!
Title: Oral Interpretation: Poetry (75 minutes)

Purpose: To present an effective oral interpretation of a poem.

Procedure:

1. Each student should mark his/her poem for oral interpretation as demonstrated in the lecture.

2. The students should individually practise their readings aloud.

3. The students should present their poem to a small group (triad) for constructive feedback.

4. Formal presentation to group.

5. Focus of feedback:
   a) establish the mood
   b) appropriate expression (refer to principles of interpretation)
ACTIVITY 1

TITLE: Speaking Concretely (30 minutes)

PURPOSE: To heighten the students' awareness of the need for increased specificity i.e., the clearer the communication the more facilitative it becomes.

Improve your communication by being specific about what you are talking about. Concreteness is essential to operationalizing the behavioural change goals.

a. Which behaviour
b. What kind of feeling(s)
c. Under what conditions
d. Intensity or quantity of behaviour
e. Duration
f. Why

Examples:

Vague Statement: I'm sometimes not as efficient as I could be because of my physical condition.

Concrete Statement: I get splitting headaches once or twice a week, and then even light bothers me. Sometimes it makes me throw up! Whenever I am under stress it happens to me.

Vague Statement: I tend to be domineering.

Concrete Statement: I try to get others to do what I want to do! I always take the lead in conversations, and I interrupt others in order to make my points. If a friend talks to me and I am not in the mood to listen, I change the subject.

Vague Statement: I get bothered in small discussion groups.

Concrete Statement: I feel hesitant and embarrassed whenever I want to give feedback to other students, especially if I am disagreeing. When the comes for me to talk, my palms get sweaty and my heart beats faster. I feel like everyone is staring at me.
PROCEDURE:

1. Each member thinks of a vague statement.

2. With the assistance of a partner, the vague statements are clarified and made more concrete. The partner assumes the role of interviewer and through paraphrasing and questioning helps to clarify the vague statement (Roles are then reversed) (15 min.)

3. Debrief the activity in the large group by discussing:
   a. What types of questions worked well in the interviews i.e., open vs. closed questioning?
   b. Describe the experience of paraphrasing?
   c. What is the value of making concrete statements?
   d. How might this procedure be applied with a student i.e., taking care to ensure that s/he doesn't feel that an interrogation is underway.
TITLE: Replying with Empathy (30 minutes)

PURPOSE: To increase the students' ability to use an appropriate empathic response.

Empathizing is detecting and identifying how a person is feeling and then responding in an appropriate manner. To do this requires accurate perception of a person's subjective experience. Empathizing stresses seeing a situation through the other person's eyes hence, empathizing is 'you' oriented rather than 'I' oriented.

PROCEDURE:

1. Replying with Empathy

There are three elements in recognizing and responding with empathy.

1. identifying the feelings.
2. identifying the situation/content
3. responding to the feelings and situation/content, letting the person know you understand.

It is easiest to learn the empathic skill if you begin with the following formula:

'You feel ___________ because ___________.'

'Because ___________ you feel ___________.'

2. The instructor reads out one of the following statements and the students are to write down an emphatic response using the above basic formula or other equivalents.

a. Lately, my mother and father have really been fighting a lot.
b. My mother has to go into hospital.
c. What is the use of studying for this exam anyway?
d. I'm really worried about a friend of mine; she seems really down.
e. They expect more out of me than I can do.
f. I have so much to do right now that I don't know where to begin.
g. other.

3. Discuss the responses/reactions to the exercise.
SEMERN 5 — ACTIVITY 3

TITLE: Role Play to Practise Empathy (VCR) (90 minutes)

PURPOSE: To practise appropriate empathic responses.

PROCEDURE:

1. Students, in dyads, will prepare a role play featuring a student concern. For example, one student may be the teacher, while the other is the student. Discuss the impact and importance of the effective use of empathy by the classroom teacher. (If desired, a situation involving teacher/parent, teacher/teacher, or teacher/administrator may be used).

Example 1: Lately, a close friend of yours is really down. More and more, she/he talks about suicide. Right now, she/he seems to be joking. However, as the joking continues, you're becoming increasingly worried that she/he will really do it. You're not sure what to do.

Example 2: Your parents have given you a lot of freedom, but lately have hassled you - i.e. they don't like some of your friends, they want to know where you are going and they want to know what you are doing with you time, etc. You really like your parents, would like them off your back and would like to know what is this sudden overt interest in what you are doing. You are not certain what to do about this.

2. Videotape each role play for a maximum of three minutes.

3. Play back video segments and observe for:
   a. empathic tone
   b. empathic nature (i.e. facial expression)
The dual focus of this seminar should be to provide time to practice assignment-focused interviews as well as the student's oral interpretation.

Start with a warm-up session, and follow it by interviews which are videoed and later analyzed.
SEMINAR 7 - ACTIVITY 1

Formal presentation of oral interpretation selections.

ACTIVITY 2

The purpose of this activity is to provide time to practice interview situations.
The purpose of this seminar is to provide practice and feedback for the students on their formal presentations.
APPENDIX C

ORIGINAL DIVISIONS OF FACILITATING INCIDENTS
APPENDIX C

ORIGINAL DIVISIONS OF FACILITATING INCIDENTS

LISTED ALPHABETICALLY

1. Active Listening
2. Body Language
3. Textbook as Useful
4. Breathing
5. Centred
6. Clarity of Speech
7. Confidence Building
8. Counselling Skills
9. Course As Valuable
10. Empathy
11. Encouragement vs Praise
12. Eye Contact
13. Feedback
14. Holding Materials
15. Interviews-Parent/Teacher
16. 'I Statement'
17. Journal
18. Language-Effective Vocabulary
19. Marking Script for Effective Reading
20. Nonverbal
21. Pausing
22. Personal-Meeting Others; Personal Growth
23. Positive-Atmosphere; Attitude
24. Public Speaking-Becoming Comfortable
25. Reading
26. Relaxation-Using Techniques
27. Self Concept-Changing
28. Slowing Down-In Reading/Speaking
29. Speeches-Value of Planning
30. Storytelling
31. Strategies-Setting Up the Classroom
32. Voice
33. Video-taping/Helpful
APPENDIX D

BAR-GRAPH PRESENTATION OF THE DISTRIBUTION OF THE FACILITIATING INCIDENTS
DISTRIBUTION OF FACILITATING INCIDENTS

INCIDENT RANKING

NO. OF PARTICIPANTS

NO. OF INCIDENTS

% OF INCIDENTS