

A Study of Limitations found in Verbal Expression of the Pre-Service Teachers at the end of the Training

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ABSTRACT

The present research focuses the effective aspects of the aspiring teachers. Here, it has been highlighted what the limitations are found and what the suggestive measures are there to overcome them systematically.

Key words: limitations, verbal expression, measures to overcome them.

Introduction

Pre service secondary teacher training is a training program for training effective teachers. During this training, the points like important skills, school behaviour, theoretical and practical aspects of teaching are included. The real field work for a teacher is the classroom. The classroom is the real battlefield for the teacher. To get the complete success on this battlefield, the control over the verbal expression is very much important. Secondly, the teacher has to present decisively for the multi dimensional development of the students. To get the complete control, the pre-service teachers have to get the training. For the the students who get admission for this professional course, the classroom management is comparatively new to them and during the academic year (2 years from the academic year 2015-1'17), everyone has to take part in different activities and so the limitations are likely to be found in their verbal expressions. If such limitations are not focused and tried to be removed very consciously and cautiously, then the teachers after being appointed for a job in some schools, can fail to perform their role in teaching the languages

Operational Definitions of Words

1. Pre- service Secondary Teachers

The Pre- service Secondary Teachers of Shree Swaminarayan College of Education, Nirbhay Society, Chitra ,Bhavnagar of the academic year 2007-'08.

2. Verbal Expression

Verbal expression of the pre service secondary teachers using the audio-visual presentations during training in the classrooms included in the sample.

Limitations

Statistical average ratio of mistakes of the sample include and their verbal, pronunciation mistakes, mistakes in sentence construction, lack of rise and fall of the Pre- service Secondary Teachers

Objectives of the Research

The following were the objectives in the light of which the present researcher decided to undertake the following experiment.

1. To study limitations found in verbal expression of the pre-service teachers at the end of the training.
2. To study the ratio and extension of these limitations.

3. To compare the verbal expression of the pre-service secondary male and female teachers.
4. To make aware the pre service secondary teachers about the verbal expression.

Delimitations of the Research

The following were the delimitations of the research.

1. The present study was delimited to Shree Swaminarayan College of Education, Nirbhay Society, Chitra ,Bhavnagar of the academic year 2007-'08.
2. It was delimited to the verbal expression by the direct evaluation only.
3. The complete presentation of a single pre service secondary teacher was evaluated by the rest five pre service secondary teachers. The ration of them was observed.
4. The pre service secondary teachers presented their any one lesson based on one of their methods. The analysis of the presentation was focused here.
5. Only the pre service secondary teachers of the Gujarati medium were included here.
6. No other than the following ten points included in verbal presentation were included here. They were: 1. Lack of pronunciations. 2. Lack of sentence structure 3. Selection of the improper words 4. Breach in presentation 5. Lack of intonations 6. Lack of punctuations 7. To miss the chance to use the idioms and phrases. 8. Lack of intensity of voice 9. Lack of continuity ,and 10. Repetition of unnecessary words.

Scope and Sample of the Research

The 91 pre-service secondary teachers of Shree Swaminarayan College of Education, Nirbhay Society, Chitra ,Bhavnagar of the academic year 2007-'08 were the scope of the

present research.From them,applying the purposive sampling technique. From each method, 3 male and 3 female and thus 48 pre-service secondary teachers were included in the sample using the purposive sampling technique.

Tool

For the present research, the researcher used the self constructed and validated evaluation tool which was validated by the expert.

Method of the Research

The present research was undertaken using the survey method.

Data Collection

The pre service secondary teachers included in the experiment gave the topic and sub topic of the decided lessons to the other pre service secondary teachers. Here, five pre service secondary teachers noted down the limitations teacher constructed evaluation sheet related to verbal presentations.

Statistical Analysis

The present researcher calculated the frequency of the limitations shown by the five pre service secondary teachers selected in the verbal presentations.

The frequency of the pre decided ten limitations of the pre service secondary teachers were calculated here

The frequency of the different limitations found in male and female pre service secondary teachers was calculated here.

The frequency of the different limitations in male and female pre service secondary teachers was compared and contrasted here.

Analysis and interpretation of the Data

The analysis of the data achieved here were analysed using the qualitative method of analysis and percentage was also calculated.

Table-1
Average Ratio of Limitations

Sr. No.	Limitations	Average Frequency found in each limitation	Average Frequency found in male	Average Frequency found in female
1.	Pronunciation	3.14	3.79	2.74
2.	Sentence structure	2.49	3.21	2.04
3.	Selection of the improper words	2.54	2.93	2.30
4.	Breach in presentation	2.73	3.14	2.48
5.	Lack of intonations	2.54	2.93	2.30
6.	Lack of punctuations	2.24	2.50	2.09
7.	To miss the chance to use the idioms and phrases	2.30	2.57	2.13
8.	Lack of intensity of voice	2.05	1.86	2.17
9.	Lack of continuity	2.30	2.36	2.26
10	Repetition of unnecessary words	2.78	3.14	2.57

Interpretation

All 48 pre service secondary teachers included in the sample –

1. The average ratio of the Pronunciation was found 3.14 in which the male had 3.79 and the female had 2.74.
2. The average ratio of the Sentence structure was found 2.79 in which the male had 3.21 and the female had 2.04.
3. The average ratio of the improper words was found 2.54 in which the male had 2.93 and the female had 2.30.
4. The average ratio of the Breach in presentation was found 2.73 in which the male had 3.14 and the female had 2.48.
5. The average ratio of the Lack of intonations was found 2.54 in which the male had 2.93 and the female had 2.30.
6. The average ratio of the Lack of punctuations was found 2.24 in which the male had 2.50 and the female had 2.09.
7. The average ratio of the To miss the chance to use the idioms and phrases was found 2.30 in which the male had 2.57 and the female had 2.13.
8. The average ratio of the Lack of intensity of voice was found in which the male had 1.86 and the female had 2.17.
9. The average ratio of the Lack of continuity was found 2.30 in which the male had 3.36 and the female had 2.26.

10. The average ratio of the Repetition of unnecessary words was found 2.78 in which the male had 3.14 and the female had 2.57.

Table- 2

Comparison of Pre- Service Secondary Male & Female Teachers

No.	Average Ratio of All Mistakes	Average Ratio of All Mistakes Male Teachers	Average Ratio of All Mistakes in Female Teachers
1.	25.09	22.96	28.43

1. The average ratio of mistakes found in each pre- service secondary teacher was 25.9 in which the ratio of the mistakes in male teachers was 28.43 and in female teachers was found 22.93.
2. The average ratio of the mistakes found in the male teachers was 19-39 whereas in the female teachers, it was 8-39.

Conclusions

1. The 10 limitations shown in the list of the limitations were more or less found in all the participants included in the sample.
2. The limitation of the pronunciation was found the highest (3.14) among all the ten limitations.
3. Whereas the Lack of intensity of voice was found the least (2.05).
4. The rest of the nine limitations were found higher in male teachers than the female teachers.
5. In the pre- service secondary teachers, the least frequency (8) of limitations were found in female whereas the male teachers had the highest (19) frequency found.

Suggestions

For the pre service secondary teachers -

1. To avoid the limitation of the pronunciation, the individual diagnosis should be carried out and the follow up to remove it and the pure pronunciation should be undertaken.
2. For the correct use of grammar, a workshop of 2-3 days should be held regularly.
3. They should be encouraged to read intensively for natural n effective expression.

4. They should be encouraged to use thesaurus and dictionaries and grammar books to rectify the grammatical errors.
5. For appropriate and proper use words and sentences with intonation to express verbally, their presentations should be recorded and listen repeatedly so that their drawbacks can easily be identified and thus they would be led to express clearly, with proper intonation and pitch.

Conclusion

Pre service teacher education is an initial stage to be an effective teacher. During this programme, the teacher's presentation at the different level and the focus over it leaves a very great impression. To teach very effectively, verbal presentation in various ways is very important.

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