

TEACHING PRACTICE TEXTBOOK

CHAPTER CONTRIBUTION SUBMITTED

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(A) DELIBERATE OMISSION OF DATES

some student teachers as a result laziness and their unwillingness to write the lesson notes on daily basis would only write the word date under the preliminary information of the lesson note and would rush to insert the date when they spot the presence of the supervisor. some students who felt it unnecessary to provide relevant and quality teaching aids for each lesson taught would want to reserve lesson notes with good teaching aids till when the supervisors are around. As a result of this, the date for such lesson notes were deliberately omitted, only to be inserted when the supervisors are around.

it should be noted that whatever is worth doing well. no lazy, or unfaithful teacher will succeed in the teaching industry. lesson plans are to be well prepared on daily bases. It is very dignifying to do so. Correct dates should be inserted while normal teaching should be carried out regardless of whether the supervisors are around or not. Preparations should be adequately made for each lesson

(b) slating the behavioral objectives

Many student teachers a fond of writing the behavioral objectives vaguely. Such students will write the objective using wrong terminologies especially the word know and understand, for instance, if the topic to be taught is “the means of transportation”, they will state the behavioral objectives thus:

At the end of the lesson students should be able to:

Know the means of transportation or

Understand the various means of transportation

Do you think it will be easy for you as a teacher to really know that students have mastered what they have been taught except you use measurable terms which will involve taking some actions or expressions of what is known?

ANALYSIS OF AND SOLUTIONS TO COMMON FAULTS OF STUDENT TEACHERS.

Introduction

Although student teachers are being groomed in the college of education to perform creditably in the classrooms, they can yet be referred to as apprentists when it comes to classroom effectiveness inspite of students' exposure to education courses especially micro teaching and other methods of teaching taken at their various departments. Many of the student teachers are yet to fully master what it takes to teach qualitatively and effectively.

Having gone out for teaching practice supervision for more than fifteen years and having interacted with some colleagues on students perfomance on the field, one can make a long list of faults, that are common to most of our student teachers, in this unit, we shall be analyzing some or these faults and possible solutions to the faults will also be highlighted.

These faults and the Solutions will be considered one after the other.

OBJECTIVES

At the end of this unit, you should be able to:

- (i) identify the common faults of student teachers and how to overcome them.
- (ii) Explain how to write good behavioral objectives
- iii) State the various ways by which lessons can be introduced.
- (iv) Discuss how to manage the time allotted to each lesson.
- (v) Discuss the need for and how to react to students' responses in the classroom.

It is therefore better and correct to state the behavioral objectives measurably by Using words such as : give, list, enumerate, state, describe, explain, discuss etc. like in the case of the example given above it will be correct to state the objectives thus:

At the end of the lesson students should be able to:

- Mention the various means of transportation.
- State the role of parents in homes, e.t.c

(c) CONTENT OF THE LESSON PLAN.

Some student teachers are in the habit of writing too scanty lesson plans. Some, because they want to preserve the booklet for writing the lesson plan will simply write a Very skeletal lesson note.

Although not all the points that the teacher intends to teach can be written in the lesson plan, yet, most of the Content under each step should be written down. A comprehensive lesson note will definitely aid teaching effectively.

(d) GRAMMATICAL ERRORS

Although student teachers are exposed lo general studies in education courses, like communication skills, many of them write lesson plans that are full of grammatical errors. Tenses are often wrongly used such that the supervisors would have to spend a long time correcting the lesson plan before the assessment of lesson in presentation.

To overcome this problem, student teachers will need \o improve themselves by reading widely and by going back to the rudiments of English language, It Is equally necessary for student teachers to read through the written plans and have it prove read by senior teachers before they are brought to classroom for presentation.

ACTIVITY I

- Choose a topic and write out three behavioural objectives for it.
- Why do you think some students love to write scanty lesson note?
- How can you make your lesson note error free?

COMMON FAULTS THAT ARE ASSOCIATED WITH LESSON PRESENTATION

(1) INTRODUCTION

Quite often students make the mistake of using the previous knowledge to introduce their lesson. They would merely ask questions on the last topic taught regardless of the relevance of such lessons to the topic at hand.

Student teachers have not made themselves thinkers of rational ways of introducing their lessons.

It should be noted that lessons are to be presented from unknown to unknown. Learners' present knowledge and skills are to be used to involve them in the lesson. The introduction should be brief, interesting and captivating, previous lesson taught can be used only if they are related to the topic to be presented.

For instance, if a teacher wants to teach Buying and selling in Nigeria - such topic can be introduced by asking the students if they have ever bought anything anywhere in the past.

(ii) MASTERY OF SUBJECT MATTER.

Some student teachers are not in full possession of the topics handled. Lessons are often superficially presented by some student teachers who have shallow knowledge of the less presented. Lessons that are to run for 40 mins would be taught for between 5 to mins. When there is nothing else to say the next thing is to continue to parabolate around the same point already given to the students or they continue to ask questions like "is it clear?" "Do you have any question?". The habit of reading out every point from the lesson note is equally not good enough.

Sometimes too wrong information are disseminated and some supervisors had no option than to correct such distorted facts when observed.

To avoid these problems, student teachers should read widely and prepare themselves for good teaching. They should avoid making themselves a laughing stock or ridiculing themselves before the students. Teachers are supposed to be well versed in whatever they have to teach.

(ii) Use of chalkboard

Common faults that are related to the use of chalkboard include the following:

- (a) Not Writing anything on the board during lesson presented apart from the topic.
- (b) What is written on the chalkboard may not be bold

enough for students sitting at the back to read.

(c) Talking to the students while writing on the chalkboard, only the back of the teacher is seen not his face

(d) Poor and unstraight hand writing on the board

(e) Grammatical mistakes written for students to copy;

(f) Not cleaning previous lessons from the board before a different subject is introduced.

If there is any note given to the learners to copy and they are left on the board, some will continue with that instead of listening to the current subject being taught.

To overcome all these faults student teachers should ensure that:

(i) They use the chalkboard to build up their teaching points

(ii) They make their hand writing straight on the chalkboard

(iii) They don't talk while writing on the chalkboard

(iv) They write correct tenses on the chalkboard

(v) Ensure that anything on the board that can distract their lesson is removed before teaching commences.

ACTIVITY H

- suggest suitable introduction to the following topics:

(i) The fall of Oyo Empire.

(ii) Trade by barter

(iii) Preparation of food

- What can you do to ensure that you have a good mastery of your lesson?

- List the common mistakes that have to do with the use of chalkboard and state how you will overcome such mistakes.

(IV) QUESTIONING TECHNIQUE

Sometimes questions are not properly asked from the students. Some student teachers make the mistake of mentioning the names of students before questions are asked. Also, some would direct their questions to only one or few students that are exceptionally good in the classroom. For some students, they will wait till the very end of the lesson before they ask very few questions on what has been taught and quite often some of the pupils might have forgotten the point raised in the course of the lesson presentation. In addition to this, some students have formed the habit of encouraging chorus response from the learners.

To overcome these faults student teachers should:

Make their questions clear, ensure that their questions are relevant to the topic taught;

ensure that questions are evenly and fairly distributed; make their questions thought-provoking; state their questions before student are called upon to answer them; and ensure that chorus answer is discouraged.

(V) EFFECTIVE USE OF INSTRUCTIONAL MATERIALS

Common mistakes being made by student teachers regarding the use of instructional materials include:

- not using real objects even when they are very accessible. Majority use cardboards out of sheer laziness. The use of cardboards has been bastardized.
- Sometimes cardboards used are torn, old and dirty
- Teaching aids used at times may not even be relevant to the topic.
- What is written on the cardboard may be too tiny to be read by pupils sitting at the extreme end of the classroom
- Some student teachers will ever forget to use the prepared teaching aid until they are reminded by the supervisor.
- Most students use only one teaching aid, variety is not considered at all.
- When using cardboard, two pupils were made to hold it up for others to see instead of displaying it on the board.
- Often times cardboards are displayed on the board before they are needed and will be left there after being used.
- When it is displayed too early or left after being used, it can distract the attention of learners from the lesson being taught by the teacher.

To overcome all these faults, student teachers should:

- Not display the teaching aid* before they are needed.
- withdraw the instructional materials, as soon as the task for which they are provided is over
- Other teaching aids should be used along with cardboard variety should be catered for.
- Instead of merely theorizing, thereby deadening the minds of learners, relevant teaching aids should be used to enhance better understanding and prevent memorization of facts by learners.
- Teaching aids must be placed where all can see it. It should be held by the pupils or the teacher himself/ herself
- Old, torn and unkept, charts or cardboards should not be used at all. They are to be

appropriate, bold, bright, clear and clean (Tarrant, 1975 : 136).

(vi) REACTIONS TO AND REINFORCEMENT OF PUPILS' RESPONSES.

Pupils loved to be praised or be appreciated, when they respond favourably to challenges put before them by the teachers. Students teachers are suppose to use different motivational strategies to arouse the interest of learners and their participation in the lesson. However, some student teachers don't even make any comment when positive responses are made to their questions presentations.

- Sometimes when pupils respond well to questions, the only known and repeated reaction has been clapping galore. W hen clapping become incessant it looses it value or intentions. That is, the reinforcement ability of the action taken is eroded, it becomes meaningless.
- Student teachers should display a number of inforcement skills. Sometimes teachers could say "Good of you", " that is excellent" "that's well done", such comments can be verbalized or written in the learners' note books,
 - All desirable behaviours should be reinforced by the teacher.
- Those who are not responding at all and those who respond wrongly should be encouraged to try more by saying "you can do better" "you are close to the answer". "that is not too bad!", etc.
- Clapping should not be the only way by which, responses are recognized and reinforced,

ACTIVITY III

- Discuss the various ways by which the use of questioning skills can help you in attaining the stated objectives.
- Discuss the common problems that are related to the use of instructional materials and how to overcome them.
- What should be your reaction to students responses in the classroom?

(vii) CLASS PARTICIPATION

The most common mistake made by student teachers is to dominate the lesson without really involving the pupils until when they begin to evaluate their lessons. They make learners passive receivers of information.

As much as possible teachers should encourage full participation of pupils in the lesson right from the beginning of the lesson to the end of it.

(viii) COMMUNICATION SKILLS

As earlier mentioned when considering the writing of lesson note, several student teachers have problem with their written and spoken english. Sometimes statements that are grammatically wrong will be written on the board or are spoken when presenting the lesson. Examples of such mistakes are “are you clear”? Are you understand"? etc.

All student teacher should find ways of improving themselves grammatically, Study relevant simple English textbooks, communicate more in English, to overcome this problem.

(ix) RIGHT POSITION TO KEEP IN THE CLASSROOM

It is sad to say that some teachers have formed the habit of roming or moving around the classroom when teaching instead of standing at the front of the class where all the pupils can them, it is distracting if the teacher wonders up and down, some pupils may not be able to hear him clearly. As it result of this. The Teacher should always stand at me front or the pupils. When going round to correct learners' work he should place himself in such a position where it will be possible for him to see most of the learners.

While it is not good to stand rigidly on the same spot, it is better to remain at the front of the pupils where the teachers can be seen properly.

(xx) TEACHERS' PERSONALITY

Teaching is an interesting venture, it calls for interaction with human beings not with animals that is why life most he put into it when lessons are presented. However, some student teachers are often very lukewarm, dull and unattractive when teaching. They face the work as if they are being forced to do it. Not much enthusiasm is displayed by some teachers, they are not zealous at all in their presentation. Some would look gloomy and saddistic too. They have forgotten that teaching has to be enthusiastically carried out. Rousseau, a French philosopher and John Locke a British philosopher expressed the need to make lessons attractive and enjoyable. Sweetness should be added to all classroom presentations as much as possible.

Teachers' faces should radiate joy, and love for the work and the learners whenever they are in the classroom. All the work done in the classroom should bring joy to the hearts of learners. Teachers should not be extravagant in their dressing but simple and decent,

(xi) EVALUATION

The success of all exercise embarked upon can easily be measured through the evaluation. Evaluation is the process of determining the real value of amount of successes attained in the pre-determined objectives (Bilemumis: 2001).

Unfortunately important as evaluation is, from personal experience on the field it has been discovered that:

- i. Sometimes lessons taught were not evaluated, or only evaluated when lessons are concluded.
- ii. When evaluating, answers lo the questions asked are left on the board hence, pupils will merely read them out to the teacher while some teacher would ask other pupils to clap when such answers are given,
- iii. Sometimes questions asked are too few, they do not cover the entire topic taught

for forty minutes.

SOLUTIONS

- (a) Student teachers should evaluate their lessons to ensure sure that the stated behavioural objectives are achieved.
- (b) Evaluation is better done progressively that is, as the lesson progresses.
- (c) Lessons are not evaluated at all when the answers to the questions raised are written on the board.
- (d) Enough questions should be raised to cover the entire topic taught when evaluation is being done etc

ACTIVITIES IV

- Discuss the various ways by which you can encourage class participation.
- Why is it always good to stand at the front of the pupils when teaching?
- What is the importance of enthusiasm to effective learning?
- When and how should lessons he evaluated?

SUMMARY

Teaching effectiveness has been eroded in schools as a result of some faults that are common among, the student teachers. These faults ranges front the writing of lesson plan, introduction of lessons, to the lesson presentation. In our study, we have highlighted some or these common faults and solution to them have been proffered. It is hoped that teaching effectiveness will be ensured as these faults are recognised and are corrected by all student teachers.

SELF - ASSESSMENT EXERCISES

- Explain how best to state behavioural objectives.
- Good mastery of topics taught is crucial to teaching effectives. Discuss?
- How effectively can you make use of the chalkboard?
- What are the main factors that are related to the use of questioning when teaching?
- Why is evaluation very important to teachers?

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