CHAPTER III
STATEMENT OF PROBLEM AND METHODOLOGY

3.1 INTRODUCTION
The aim of this project is to explore Indian teacher educators understanding of the CLT approach. To do that, I have used a qualitative research approach where case studies of teacher educators are analyzed.

3.2 COMMUNICATIVE APPROACH
3.2.1 Different approaches and variations on CLT

CLT is a broad, philosophical approach to the language curriculum. Within this sit a number of related approaches; these include task-based language teaching (TBLT), and alongside this is content-based instruction, text-based syllabus, and problem-based learning (Nunan, 2005). Each of these approaches that have been practised in different times and contexts, are fully dependent on a set of theories, nature of language learning, and derived set of principles.

3.2.1.1 Task based language teaching (TBLT)

TBLT is an method based totally on the use of duties that are taken into consideration as the unit of language training in language teaching (Richards and Rodgers, 2001). a few proponents present it because the logical development of CLT, because some of its fundamental standards are derived from part of the CLT movement in Nineteen Eighties (Littlewood, 2007). amongst those, some of the principles and practices are:

- A needs-primarily based technique to content material selection.
- An emphasis on getting to know to speak via interaction within the target language.
- The introduction of authentic texts into the mastering scenario.
- The supply of possibilities for inexperienced persons to attention no longer most effective on language however also on the studying process itself.
- An enhancement of the learner’s personal private stories as essential contributing factors to classroom getting to know.
➢ The linking of study room language studying with language use outdoor the study room. (quoted in Nunan, 2004, p.1)

Though there are versions inside the definition of responsibilities, there's a common understanding of responsibilities that ends in using language within the actual world. So challenge-based totally coaching suggests a sturdy similarity to CLT (Richards and Rodgers, 2001). Nunan (2004) identifies 5 key characteristics of a venture:

- that means is number one
- beginners aren't given other human beings as meaning to regurgitate
- there's a few type of courting to comparable real-international sports
- project of completion has a few priority
- the evaluation of the project is in phrases of outcome. (p. three)

Even as definitions range to some extent, TBLT emphasizes fluency in communication, in preference to accuracy and complexity (Shehadeh, 2005). This function is challenged with the aid of Nunan (2004) who states that which means and form are inter-related and grammar is precious for using language communicatively. He shows that tasks are designed to growth learner motivation to improve learning and teaching by means of authentic language use, collaborative work, incorporating beginners' reports, and nurturing a ramification of communique styles.

3.2.2.2 FUSION MODEL

Even though CLT is thought to be the „first-rate way” of coaching languages, this belief is challenged by way of some students who agree with that there's a few deficiency in the CLT version. Bjorning-Gyde, Doogan and East, (2008), as an example, consider that the belief that CLT, an basically western model of language teaching, would ultimately match into an expansion of contexts wishes to be examined. In relation to this, Canagarajah (2002) raises questions about the cultural relevance and appropriateness of CLT technique in nearby contexts and feels the need to expand strategies of coaching based on indigenous pedagogical traditions.
3.2.2.3 BEYOND TECHNIQUE AND TECHNIQUES

Contexts trade swiftly nowadays. Further, there's more complexity and diversity round contexts. We have moved beyond techniques to a submit technique circumstance. Consequently, it's miles vital to find a higher technique of teaching in which local desires and studies are meditated, in which roles of the teachers must be revalued as selection-makers and idea-developers. Savignon highlights the empowerment of language teachers who take both roles of practitioners and principle-builders to deal with the pragmatic issues of language coaching and mastering. Moreover, Savignon shows that a greater interactive, learner concentrated CLT idea of language coaching and mastering is depending on, no longer handiest the lecturers, however additionally “the capacity of implemented linguists, practitioners and coverage makers to work collectively”.

3.3 CASE EXAMINE LAYOUT

A case have a look at is a sort of ethnographic studies which makes a speciality of a unmarried unit, as an example one person, one institution, or one programme (Ary, et.al, 2010). It explores a detailed description or holistic picture and understanding of the case (Stake, 1995). Furthermore, a case have a look at can bring about statistics from which generalizations to idea can be feasible (Ary, et al., 2010; Silverman, 2005). Considering the troubles referring to CLT and my hobby in trainer educators stories and understandings, I pick out the case observe as the best technique, within a qualitative paradigm.

3.3.1 CASE TAKE A LOOK AT THEORY

The purpose of a case observe in studies layout is to arrive at an in depth take a look at of the case. The case take a look at is a specifically excellent manner of interpretation, description and evaluation inside the subject of schooling due to the fact it can explain the links in real life interventions that are hard thru other researches including quantitative studies. (Merriam, 1998). Moreover, the aim of the case study “is not to discover the precise or real interpretation of the statistics, but as an alternative to take away erroneous conclusions so that one is left with the high-quality viable, the most compelling, interpretations” (Bromley, 1986, p.38). Case observe has proved specially useful where the “research reveal now not static attributes however information of humans as they engage in movement and interplay inside the context of conditions and settings”.

A case examine may be single or a couple of and might use more than one techniques, which include interviews, statement and information, to accumulate information. In academic research, the case take a look at is extensively used. A case take a look at attempts to analyze an individual or unit intensive. distinct writers provide specific categorizations about case research. Bogdan and Biklen (1992) speak distinctive sorts of case research: ancient case studies, organizational case research, observational case research, and life history. “every type has unique attention for figuring out its feasibility for study in addition to the tactics to appoint”. Stake (1995) identifies three distinctive kinds of case observe. The intrinsic case have a look at is carried out to recognize a selected case which may be unusual, specific or specific in some manner. as an example, it occurs whilst a teacher decides to look at a scholar having issue or takes the responsibility of comparing a programme. It does not necessarily constitute a broader problem for research. In an instrumental case study, the researcher selects the case as it represents a few other trouble underneath investigation and he believes this specific case can help provide insights or help to remember that difficulty. The a couple of or collective case look at uses several cases selected to understand and examine a phenomenon, populace or widespread situation.

3.4 STUDY DESIGN:

The design of the study content the details about the problem, the objectives, and research questions, area of study, population, research methodology and technique used for data collection.

3.4.1 STATEMENT OF PROBLEM:

“THE ROLE OF EFFECTIVE COMMUNICATION SKILL FOR BACHELOR OF TEACHER EDUCATION STUDENTS”

3.4.2 OPERATIONAL DEFINITIONS OF THE TERMS USED:

Language skills:

Basic language skills are listening, speaking, reading and writing. In this research context functional usage of these skills at Bachelor of Education Training Programme is considered.
Effectiveness: -
Having power to produce desire result.

Training program:-
A program designed for training in specific skills.

Communication Skill:
Orientation on nature and importance of Communication skill. Communication skill activities; activities to develop linguistic competence, communicative activities such as giving instructions description/explanation, making appropriate responses, social interaction activities, using English in the B.Ed classroom.

Bachelor of Education:
Bachelor of Education is a degree which, In India, Bachelor of Education (B.Ed) is a course offered for those interested in pursuing career in teaching. While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science stream are trained to teach mathematics, physics, chemistry and biology. National Council for Teacher Education is statutory body which regulates courses in teaching in India.

3.5 OBJECTIVES OF THE STUDY:-
1) To study the concept of communication skill.
2) To study the need and importance of the communication skill.
3) To find out the impact of communication skill in once development of the personality.

3.6 SCOPE AND LIMITATIONS:-
SCOPE:-
The Scope of the research study is limited to Ahmednagar District of Maharashtra State.
1. It is for all the bachelor degree training programme students.
2. Communication Skill is restricted to all Marathi medium Bachelor of Training Programme in Maharashtra.
3. The Application of the result is applicable for aided and non-aided Bachelor of training Colleges.

LIMITATIONS:-
1. The Area of the research is Bachelor of Education Degree Level.
2. It gives more stress on only the communication skill.
3. Area of the research is covered Ahmednagar District of Bachelor of Training Colleges.

3.7 HYPOTHESES:-
RESEARCH HYPOTHESIS
1. There will be improvement pre and post test score after the common practice training programme.
2. They will be an impact on common training programme on the student’s common skill.

3.8 VARIABLES:
“Variables are the situations or traits that the test manipulates controls or observes. The unbiased variables are the conditions or function that the experimenter manipulates or controls in his or her try and ascertain their dating to discovered phenomena. The based variables are the conditions that appear, disappear or exchange as the experimenter introduces, eliminates or changes unbiased variable. Extraneous Variables are the ones independent variables which aren’t associated with the purpose of the take a look at however may additionally affect the established variable”. Experimentation is most often described in terms of a pretty controlled investigation, in which the researcher manipulates the unbiased variable, and controls all other extraneous variables to decide if such manipulation generates alternate within the structured variables. The critical factors in experimental design are the choice of the impartial & established variables, and the manipulate of extraneous variables.

In this Research study-

1. Independent variables:-
   The present study independent variable will be communication practices.

2. Dependent Variables:-
   The present dependent variables will be high performance of the student
3.9 POPULATION:-
“A population can be defined as any identifiable and well unique institution of individuals. All number one instructors, all housewives and so forth. are examples of populace”.

The population of the observe is related to all aided and non-aided education institutions of Marathi medium included of the government of Maharashtra.

3.10 SAMPLE:-

A sample is a small portion of the population or universe that is selected for observation analysis & study. By observing the characteristics of the sample one can make certain inference about the characteristics of the population from which it was drawn

THE SAMPLE OF THE CURRENT STUDY

Researcher selected purposively sample of 08 Training colleges (aided-non aided) of Ahmednagar District of Maharashtra. Details of the colleges are as below.

Table 3.1: Name of Institutions and Samples

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Name of the Institution</th>
<th>Strength</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gokhale Education Society’s College of Education, Sangamner, Tal. Sangamner, Dist. Ahmednagar</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Abasaheb Kakade College of Education, Shevgaon, Tal. Shevgaon, Dist. Ahmednagar</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Mula Education Society’s College of Education, Sonai, Tal. Newasa, Dist. Ahmednagar</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>College of Education, Jamkhed, Tal. Jamkhed, Dist. Ahmednagar</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>V.P. College of Education, KedgaonDevi. Kedgaon, Tal. Ahmednagar, Dist. Ahmednagar</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>Pravara Rural College of Education, Pravaranagar, Lon, Tal. Rahata, Dist. Ahmednagar</td>
<td>100</td>
<td>35</td>
</tr>
<tr>
<td>8</td>
<td>Shri. Swami Samarth College of Education, MhasanePhata, Tal. Parner, Dist.</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>
3.11 RESEARCH DESIGN AND METHODOLOGY

going to know to educate is in essence a longitudinal phenomenon. It was consequently logical to comply with a longitudinal method to observe the procedure. Singer and Willett find it ironic that few studies of teaching are honestly longitudinal. Roth explains that researchers who’re particularly inquisitive about the sensible coaching thing of a instructor training programme employ longitudinal methodologies. therefore, for you to gain a deeper understanding of the relationship among classroom conversation and getting to know to educate, a longitudinal case observe method was used to get a broad review of the technique of school room communication development of student teachers at some stage in the B Ed diploma programme.

The have a look at is located inside a realistic paradigm. In settlement with Creswell, as researcher I prefer to refer to a worldview attitude, rather than ontological and epistemological beliefs, which frames my wondering and selections. inside this worldview angle, the observe is trouble-focused and placed in actual-world practice, because it investigated the improvement of the classroom conversation behaviors of student instructors (hassle) within the school room context (real-world).

As a realistic social scientist, I try to apprehend human beings in their natural environments, in this situation scholar teachers in the school room, and i’m specially interested in the development of the school room verbal exchange behaviors of scholar teachers through the years. this is in agreement with Johnson and Onwuegbuzie (2004:15) who argue that each one social sciences studies represents an try and make reasonable assertions approximately human beings of their social context. Teddlie and Tashakkori (2009:7) claim that the pragmatic researcher locations emphasis on the studies problem in addition to on the significance and cause of the studies. The pragmatist is therefore interested in finding motives for socially situated problems (Creswell 2009).

Pragmatism offers an alternative worldview to the greater conventional positivism or submit positivism technique and bypasses contentious troubles regarding fact and fact to
awareness on real-international troubles (Feilzer 2010:7/eight). Pragmatism developed from research via Dewey, Rorty and Davidson and regards truth as “what works” inside the try to understand a particular phenomenon (Ivankova, Creswell and Plano Clark 2007:271) and is consequently “now not dedicated to someone device of philosophy and reality” (Creswell 2003:12).

From this perspective the sector isn't an ‘absolute harmony’ and therefore it's miles especially suited to the blended strategies researcher who endeavors to utilize quantitative, as well as qualitative facts for you to recognize a actual-international, socially-based hassle. The motive of the multi-approach technique became essentially to increase the scope of the examine in order to investigate and replicate on perceptions in an attempt to apprehend social and human behavior. A developmental issue is protected because the pattern for the qualitative phase turned into chosen from the results of the primary wave of quantitative consequences. I accept as true with Greene, Caracelli and Graham’s (1989:256) motivation for combining methods in a single have a look at:

- triangulation - to seek convergence or corroboration
- complementary technique- a good way to decorate and/or clarify
- developmental method - in which, sequentially, outcomes from the first method informs or develops the second one method
- initiation - in which feasible contradictions or new views emerge
- enlargement - to feature scope and breadth to the have a look at.

I decided to comply with a convergent parallel design proposed by means of Creswell (2011:seventy seven). This supposed that, as might be explained in phase three.four, in essence both sets of data could be gathered simultaneously, but also that the analysis could be finished one at a time. even though I attempted to merge the consequences to be able to are seeking convergence or rationalization, i used to be more interested in using blended strategies to make bigger the observe on the way to upload scope and breadth to the research (Greene et al. 1989). i was privy to the inherent differences among the quantitative and qualitative facts units (offered in 1.four). but, I felt that it become essential to include both so as to analyze the problem as very well as viable. The examine needed to renowned that classroom verbal exchange functions on wonderful levels, namely interpersonally between instructors and novices in addition to between mentor instructors and scholar teachers, but additionally instructionally via clarity and
immediacy behaviors so one can mediate studying. the extra dimension of the lecturers being pupil teachers, who are in training, necessitated the inclusion of extra qualitative perspectives on their coaching and academic communication behaviors.

**Experimental Research:-**

Selection of experimental design depends upon the information, the researcher wants to explore with respect to a particular problem. To test the hypothesis the experimental design selected by the researcher will a Pre-test post-test single group design

**Experimental Design:-**

Pre-test post-test single group design

1. Pre-test
2. Implementation of programme
3. Post-test Pretesting is done only to ensure the present level of the students before implementation of programme.

3.11. **TOOLS OF THE STUDY:-**

Achievement Test, Questionnaire, Opinion, Observation.

3.12. **ANALYSIS OF DATA:**

A) Questionnaire
B) Interview
C) Observation.
D) Graphical Representation.

**Statistical Techniques:-**

A) Measures of central tendency or percentage.

**Statistics collection gear and techniques**

Information was amassed in the form of a questionnaire and semi-based interviews. These were the principle kinds of information collection. The adequacy of a studies method relies upon at the cause of the studies and the questions being asked (Seidman, 2006). In a few cases, and a couple of methods are beneficial for that demand of the research. A literature review, that includes attention of coverage documents, offers history and context for the study.

**Questionnaire**
A questionnaire became used to accumulate heritage data regarding contributors stories of CLT and their understandings of CLT. The questionnaire may be seemed as a form of interview on paper. processes for the development of a questionnaire follow a pattern similar to that of an interview time table. as the questionnaire is impersonal, it need to be prepared cautiously simply to keep away from misunderstanding or ambiguities in its wording. In making ready the questionnaire it's miles vital to define the population to whom the questionnaire is to be directed and to determine the character of the pattern to be drawn, because it would affect the drafting of the questionnaire. Simplicity and brevity are qualities of a good questionnaire. The authors additionally declare that questionnaires must begin with simple actual questions, and complicated or open-ended fashionable questions are given in the direction of the quit.

sometimes framing of questions might also bias the result or have an impact on the answer given. however, the benefits in using questionnaires are financial system in value, time and labour. The inherent defects in questionnaire techniques may be minimized by using taking terrific care in designing the questionnaire, checking the wording meticulously, the use of pilot studies and reminder letters, and sooner or later identifying the non-responders, that is beneficial for in particular big scale questionnaires. Mine is a small scale questionnaire getting used for a qualitative cause inside case look at research.

The questionnaire proved beneficial for supplying demographic statistics and historical past facts relating to the individuals reports of getting to know and teaching in a CLT environment. It also recommended the challenges or possibilities related to CLT that have been skilled by using the members. I used the interview to activate and explore for deeper factors and understandings of ideas that had been presented in the questionnaire responses.

Interview

Interviewing participants changed into the main shape of records series for my take a look at, imparting the greater targeted statistics for evaluation. Interviewing is one of the most widely used and simple strategies of qualitative studies. The cause of in-intensity interviewing is to understand the lived experience of people and the meaning they make of that enjoy, in place of to get answers to questions. this is one cause why researchers use interviewing to accumulate facts expressed in people’s very own words about their reviews, beliefs, and feelings about situations and reports which pass past the information obtained via other strategies (for instance, questionnaire, statement) in qualitative inquiry. Interviewing offers access to the content material
of people’s conduct and thereby gives a course for the researcher to expertise the which means of that conduct. “If the researcher’s purpose, however, is to understand the meaning human beings worried in education make in their revel in, then interviewing affords a necessary, if now not always completely enough, avenue of inquiry”. Trow (1957) argues that for some purposes interviewing is superior. It, as a researcher, utilized in-intensity interviewing inside the venture for an expansion of reasons. first off, it's miles a effective way to benefit perception into academic and other essential social issues via know-how the enjoy of the individuals whose lives mirror the ones issues (Seidman, 2006). moreover, interviewing is useful as it lets in me to influence the road of thinking (Creswell, 2009) and prompt and probe for deeper expertise. I suppose the benefit of an interview is that the researcher can respond to what humans say, following ideas that they present. in the end, as a researcher i am deeply inquisitive about the tales of instructor educators that can give new insights into the conditions and issues referring to my studies questions.

For my have a look at, I chose the semi-structured interview because it offers the possibility to move deeper into the player’s views, and on the equal time, the facts becomes comparable across individuals (Bogdan and Biklen, 2007). The format of the interview schedule was open-ended in order that the respondents were now not restrained from growing troubles at some point of the interview. those interview questions are based at the participants’ understandings of CLT in teacher schooling (see Appendix 3). A time constraint across the concept, ethics programs, and the provision of contributors for interviews, meant that I deliberate for two contingencies:

1) Questionnaire and interviews or
2) Questionnaire and one interview

despite the fact that time and sensible constraints restrained me to adopt most effective one interview with every participant, the focal point became nonetheless on presenting opportunities for individuals to expand on their questionnaire reaction and to bridge gaps of the uncovered issues in the questionnaire. Schuman (1982) used a ninety-minute layout for every of the 3 interviews in his study. I did no longer use an precise time frame for an interview. The time varied relying at the player’s manner of responding to the elaboration of debate. I undertook one face-to-face interview including a couple of hour with every player.
I also piloted the interview questions. This assisted me to discover if the questions made experience and would be interpreted via members. To try this, I interviewed the identical character with whom I piloted the questionnaire. After finishing the pilot, I stepped back, and discussed comments with my supervisors, and the interview time table turned into saved unchanged on the basis of pilot revel in.

**DATA ANALYSIS**

This component explains how I analyzed the records. Once the completed questionnaires have been obtained, I first of all study thru the questionnaire responses and identified a number of the points or ideas which I idea wanted rationalization to observe up inside the interview. Then I carried out the interviews. I asked inquiries to members from the interview time table and sought rationalization and growth on factors made in the questionnaire responses. This ended in subject texts: one is the questionnaire and the opposite is the interview transcript. I recorded the interview with a voice recorder and i transcribed this through hand, phrase for word, myself. I did no longer have interaction everyone else to transcribe the interviews due to the fact doing this myself helped me to recognize the language and the references the contributors made. I could without difficulty interpret their voices, accents and that means, specially if they slipped into India. I also knew their tone or what the emphasis became, and this helped my interpretation of the information. I additionally meditated by myself reviews of CLT and of teaching English in instructor training. This become doneto assist me be self-reflective, via attractive with the subject myself through reflection at the questionnaire and interview question, i used to be made greater privy to my very own lenses and views and the way those would possibly have an effect on how I interpreted the members® studies.

I then analyzed the questionnaires and interview transcripts collectively. I study the transcripts numerous times and highlighted important thoughts (including troubles, emotions, lecture room practices) that regarded to have a few connection to the questions. That gave me clues approximately the participants® own stories, and approximately their understandings, and what they notion or stated approximately CLT.

**3.13 DATA COLLECTION METHODS**

**3.13.1 QUANTITATIVE DATA COLLECTION**
The quantitative degree of the statistics series accompanied a longitudinal survey layout which consistent with Creswell “provides a quantitative or numeric description of tendencies, mind-set, or opinions of a populace via analyzing a pattern of that population”. that is precisely the reason that it's far served on this take a look at. Babbie claims that survey research is particularly appropriate to research which targets to explain, give an explanation for or discover a massive populace. 3 self-report instruments, in step with McCroskey and McCroskey (1988:109) a everyday feature of verbal exchange studies, were used to display any adjustments in the opinion of participants concerning their verbal communication capabilities. The three instruments used on this take a look at are the private report of conversation Apprehension-24 (p.c.-24), the Willingness-to-talk Scale (WTC) and the Self-perceived verbal exchange Competence Scale (SPCC). The % degree offers with conversation apprehension in a ramification of settings, while the WTC measures a player’s willingness to interact in conversation. The SPCC indicates how ready a player feels approximately his/her conversation abilities. The Nonverbal Immediacy Scale Self-document (NIS-S) turned into used to follow possible modifications in the perception of student teachers regarding their degrees of nonverbal immediacy. The device is suited to a ramification of contexts and grants statistics of high reliability and validity. the subsequent sub-sections will provide more element about every tool used to acquire the quantitative records.

3.13.1.1. PERSONAL REPORT OF COMMUNICATION APPREHENSION (PRCA-24)
The PRCA-24 is the result of research by McCroskey spanning almost four decades (Bline, Lowe, Meixner& Nouri 2003:266). The set of 24 questions measure the total level of CA, as well as the four sub-constructs related to CA in the communication contexts of public speaking, group discussion, meetings and dyad.

3.13.1.2 WILLINGNESS TO COMMUNICATE (WTC)
The WTC scale is a 20-item, probability-estimate scale (McCroskey, 1992:17). The scale was developed to establish a participant's predisposition/inclination toward either approaching or avoiding the initiation of communication. It produces a total WTC score, three sub-scores based on types of receivers, i.e. strangers, acquaintances, friends and four additional sub scores based on types of communication contexts, i.e. Public, meeting, group and dyad.

3.13.1.3 SELF-REPORT ON PERCEIVED COMMUNICATION COMPETENCE (SPCC)
The SPCC survey was used to measure the participants’ self-perceived communication competence. The SPCC scale comprises of 12 items and four communication contexts (public speaking, meetings, groups and dyads) are included, as well as three types of receivers (strangers, acquaintances and friends). The alpha reliability estimates are generally good.

3.13.1.4 NONVERBAL IMMEDIACY SCALE – SELF REPORT (NIS-S)
Participants’ level of nonverbal immediacy was measured with a self-report measure of items. A 5-point Liker scale anchored by 1 (never) and 5 (very often) was used (Richmond, et al. 2003). The items relate to self-perceived use of nonverbal immediacy cues, such as eye contact, gesturing, smiling, body position in relation to others, etc. Alpha reliability estimates of about .90 can be expected (M= 102.0; S.D.= 10.9); also it has strong content and predictive value.

3.13.2 QUALITATIVE DATA COLLECTION
coaching practice is an obligatory issue in each of the three hundred and sixty five days of the B Ed programme. For each of the four year individuals spend two teaching practice sessions of 4 weeks each in a college. They taught a predetermined number of classes and have been discovered with the aid of the mentor trainer. Mentor instructors as well as outside evaluators evaluated the development of the participants and organized evaluation reviews that have been submitted to the university. each player is evaluated for a maximum of 4 classes consistent with 12 months. outside evaluators are counseled to comment on and compare popular teaching competencies, inclusive of lesson guidance, communique, structuring of studying, in addition to lecture room control. Qualitative researchers regularly select to comply with a case look at method in order to have a look at an event, programme, procedure or one or greater individuals in extremely good detail. The case on this unique observe is a group of members who had been purposefully identified from the consequences of the first wave of quantitative statistics. however, the members themselves had been not the real awareness of the investigation. due to the fact I wanted to research the development of the instructional communique behaviors (specifically associated to clarity and immediacy) which would be exhibited with the aid of their real coaching exercise, it changed into essential to discover a way wherein to research their coaching exercise in the course of the allocated periods in schools. The realized that the fine way to get the maximum goal account of what honestly happened throughout a lesson, was to analyses the evaluation reports written by using the external evaluators. These
### Table 3.2 Qualitative document analysis: advantages

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Description</th>
<th>Rationale to follow this approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficient method</td>
<td>Less time-consuming Datas election instead Of data collection</td>
<td>It was the most cost-effective manner to study participants’ teaching practice, because I had no time restrictions within which to collect the reports. I copied the relevant reports and selected the most appropriate documents only prior to the analysis.</td>
</tr>
<tr>
<td>Availability</td>
<td>Documents - in public domain</td>
<td>Once I received permission from the Pune university, as well as from the participants themselves, I had easy access to the documentation.</td>
</tr>
<tr>
<td>Cost-effectiveness</td>
<td>Data has already been gathered</td>
<td>I could use the reports free of charge. The reports were initially intended as evaluation reports which (a) student teachers use to guide their planning for future evaluation sessions and (b) provide a mark which the university includes in the calculation of student teachers’ final marks for teaching practice every year.</td>
</tr>
<tr>
<td>Lack of obtrusiveness and reactivity</td>
<td>Documents - not affected by the research process</td>
<td>In order to minimize possible bias evaluators were not informed that the reports could be used in research (only consenting participants were informed). Thus their writing was not influenced by its inclusion in the study.</td>
</tr>
<tr>
<td>Stability</td>
<td>Documents - stable; researchers presence does not affect what is being studied</td>
<td>Teaching practice is very subjective because of all the personal dimensions involved. By using the documents, rather than interviews, I hope to enhance the objectivity of the analysis.</td>
</tr>
<tr>
<td>Exactness</td>
<td>Accuracy; details of events</td>
<td>The use of experienced evaluators ensured that the evaluation reports were the most accurate documentation of what actually transpired during the lesson.</td>
</tr>
<tr>
<td>Coverage</td>
<td>Documents cover broad scope, many events, settings; long time span</td>
<td>The use of the evaluation reports allowed me to follow the development of the participants over time.</td>
</tr>
</tbody>
</table>

### Table 3.3 Qualitative document analysis: weaknesses

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Description</th>
<th>Ways of managing the weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient</td>
<td>Documents - created for</td>
<td>To address this weakness I used multiple</td>
</tr>
</tbody>
</table>
evaluation reports – for each participant at least two evaluation reports per year were included in the data set. The fact that the documents were not specifically created for the research, which is often seen as a weakness, is in this case a strength because it meant that the evaluators were not prompted to write what I needed for the research which would add an element of bias. The evaluation reports can therefore be treated as the most objective version of the observed lesson.

| Low retrievability | Access to documents - difficult, documents not always available | Most of the documentation was readily available. However, there were some instances where participants were not evaluated four times a year (due to personal problems or sickness), which meant that only one report was available for analysis. This was cited as a possible limitation to the study. |
| Biased selectivity | Incomplete collections of documents might affect the selection |  |

reports formed the data set for the qualitative case study phase of the study. As mentioned previously, I arranged with management to, for the duration of the study, evaluate the same group of students (my case study participants) over the period of One Year. However, I felt that to rely solely on my own observations would challenge the objectivity of the study and therefore I had to include the evaluation reports by other external evaluators in the data set. At this stage, the data set included a possible 1088 evaluation reports, which clearly had to be condensed.

3.14 INSTRUCTIONAL COMMUNICATION

3.14.1 Describing instructional communication (IC) competence

educational communique studies draws from three disciplines, namely widespread verbal exchange studies, academic psychology and pedagogy (Myers 2010:149; Mottet & Beebe 2006:7) and focuses on the instructor, the learner and their respective roles in the that means-making procedure. due to the fact the Seventies research on academic verbal exchange (or conversation in instruction) and verbal exchange schooling has made a widespread contribution to the body of research on coaching and getting to know.
McCroskey and Andersen (1976:seventy three) claim that verbal exchange among instructor and learner is essential for foremost learning, because it is through the communicative manner that which means is created from facts. They highlight the responsibility of the instructor in this method and claim that “teachers who fail in this communique fail in their responsibility to train college students” (McCroskey and Andersen 1976:73).

The growing interest in educational verbal exchange, as properly as new know-how of what constitutes interpersonal verbal exchange competence (IPC), has stimulated interest in studies on academic communication competence (ICC). ICC, in accordance to CornettDeVito and Worley (2005:315), refers back to the instructor’s “motivation, knowledge and skill to select, enact and examine effective and appropriate, verbal and nonverbal, interpersonal and educational messages filtered by way of students-novices’ perceptions, ensuing in cognitive, affective and behavioral pupil-learner development and reciprocal feedback”. Researchers such as Andersen, Burgoon, harm, Richmond, Daly and McCroskey, among others, are interested in the specific traits that are required to achieve educational conversation competence (McCroskey & McCroskey 2006). Richmond (2002:104) claims that it is essential for instructors to be interpersonally, as well as instructionally competent. They argues that interpersonal communication competence alone is insufficient for effective teaching and studying. teachers need to be able to negotiate meaning-making and information rather than simply presenting knowledge. They additionally want to construct relationships with their newbies because a good rapport among learner and trainer is vital if the instructor needs to impact the learner and stimulate learning. Mottet and Beebe (2006:17) position academic communiqué, as referred to formerly, at the intersection between the disciplines of educational psychology, pedagogy and general verbal exchange as illustrated in discern 2.5.
This positioning means that a trainer who is able in academic communication makes use of abilities that originate from the above-stated disciplines. According to McCroskey et al. (2002) researchers inquisitive about the academic facet of coaching are indicating that getting to know is directly encouraged through what instructors say and how they say it. Richmond, Lane and McCroskey (2006:169) distinguish among the purpose of verbal and nonverbal conversation in the study room and declare that the predominant function of the trainer’s verbal behaviour is to provide content material in help of cognitive gaining knowledge of. On the different hand, a teachers’ nonverbal behaviour serves to create an inviting getting to know environment through increasing freshmen’ affect or liking for the difficulty and teacher, as nicely as to stimulate novices’ motivation for gaining knowledge of. It is critical to recall the fact that educational verbal exchange is a process which is urged with the aid of each trainer and freshmen. Mottet and Beebe (2006:five) describe how each instructor and inexperienced persons stimulate every other’s minds in order to create expertise through the use of verbal as well as nonverbal verbal exchange.

3.14.2 Instructional communication model

Even as acknowledging the existence and the importance of the transactional interpersonal version of communication within the school room, McCroskeyet al.(2006) claim that some other model of verbal exchange co-exists within the lecture room, particularly the instructional communication model (IC). The elements or components worried on this version are similar to
inside the interpersonal communique (IPC) version, however there are differences in the way in which they function and engage. This phase relies heavily on McCroskey et al. (2006), due to the fact their version is specifically desirable to this observe, but also due to the fact each McCroskey and Richmond are considered to be the main authorities on the subject matter. determine 2.6 presents a visible representation of the instructional version of conversation. the subsequent paragraphs give an explanation for the diverse components of the version and their function on the subject of each other, as counseled through McCroskey et al. (2006).

1. Supply

similar to the IPC model, the source refers to the individual that creates the message; however, in IC this is normally the trainer or student instructor; while in IPC each events are concurrently involved in the method. inexperienced persons evidently also create messages, however the primary source in the study room is the teacher. From discern 2.6 it is clean that there are sure pre-communique sports which the teacher or pupil teacher has to carry out before she will be able to commence the manner of IC, i.e. of coaching. Pre-conversation sports, such as the placing of the number one intention, deciding on standard objectives and then determining on precise cognitive, affective or psychomotor goals, aid effective teaching and getting to know.
2. Encoding
Encoding in IC refers back to the instruction of the message because of this that the trainer creates, adapts and subsequently transmits the message (see figure 2.6). The adaptation of the message to suit the desires and context of the newbies is, in keeping with McCroskey et al. (2006) a crucial thing of the IC process, as it helps to make content more applicable for novices, so as to improve their know-how of the subject rely.

3. Messages
Messages that are communicated verbally and nonverbally, promote the that means-making method in human beings’s minds. In other phrases, through verbal and nonverbal messages the trainer stimulates thinking, which results in deeper gaining knowledge of.

4. Channels
The channel consists of the message from the source (instructor) to the receivers (freshmen). there are numerous channels to select from within the study room: the words of the instructor, or
the reading cloth furnished, or the schooling aid chosen to guide the teaching. Any of these can convey the message.

5. Receivers
The receivers, in this situation referring to the inexperienced persons, are the supposed recipients of the message. As soon as once more, here is a wonderful distinction between IPC and IC. Even though the trainer also gets messages from the novices, in the IC model the rookies need to be visible as the number one receivers.

6. Deciphering
There are 4 critical elements inside the process of decoding (McCroskey et al.2006). The learner must first off either right here or/and see the message. Listening to and seeing the verbal and nonverbal behaviours of the trainer enhance getting to know and the instructor therefore has to make sure that rookies be aware of her. Thereafter, they have to interpret the message by figuring out in the event that they understood the message inside the way in which the teacher intended it to be understood. It is at this degree that misunderstanding regularly steps in. It is not viable to determine whether newcomers consciously query whether or not or no longer they have understood the message efficaciously. The interpretation of the message is generally followed by means of an evaluation of the message. It is in the course of this degree that newbies decide whether the message become relevant to them. Earlier than an important examination the teacher may additionally, as an instance, strain the importance of putting more time into training for the exam. The teacher is trying to encourage and inspire, however the identical message can be of no price to a learner who alternatively chooses to relax before the exam, while at the identical time the message might also add extra pressure to a conscientious learner who is already organized for the exam. The final step within the interpreting technique is the response of the freshmen to the message. Frequently responses are observable in the nonverbal and/or verbal behaviours of rookies. However, responses can additionally be covert and consequently not be observable. Clearly, responses can be contradictory, for instance, newbies can say that they have got loved the lesson (i.e. mentioning so verbally), when in fact they have got not. Verbal readability is evident in what the teacher says and the way he or she says it. The Ohio studies (Chesebro & Wanzer 2006) diagnosed various additives that are crucial for teaching to be defined as verbally clear. Bush, Kennedy and Cruickshank (1977:9)
highlighted 3 observable variables glaring in clear coaching: taking time even as explaining, emphasising hard factors and explaining new words. clean instructors, therefore, have patience and ensure that beginners observe their explanations. they're aware about the hassle areas with which inexperienced persons might conflict and take into account these even as coaching. furthermore, clear instructors permit rookies to participate within the lesson and this allows teachers to evaluate their knowledge. clean instructors are evidently actively involved in the coaching technique, whilst assessing beginners' development throughout the lesson. scholar teachers who, first of all at least, have little enjoyment of what learners may also find difficult, are at a drawback right here. they'll additionally be troubled to end a lesson in time and won't take enough time to give an explanation for.

7. Verbal immediacy

Verbal immediacy relates to the use of words to lower the perceived distance among trainer and learners. As indicated formerly (see phase 2.3.4.1) Mehrabian (1972) first recommended that choices and order of words can create distance or draw teacher and rookies nearer together. If the instructor, for example, tells the newcomers “we have to do all this paintings for the duration of the next week” he/she includes both trainer and beginners and in doing so narrows the space among them; if the trainer says “you have to do…” he/she creates a distance among him/herself and the freshmen. Gorham (1988) made the first try to measure the impact of verbal immediacy on gaining knowledge and, despite the fact that the reliability of this degree is criticised through a few, considering the fact that then numerous research have used Gorham's verbal immediacy measure (Witt, Wheeless & Allen 2006). Gorham’s study, consistent with Witt (2000), turned into prompted by using an earlier have a look at by means of Plaxet al.(1986) on verbal control. Plax et al.(1986) cautioned that verbal, as well as nonverbal immediacy cues make contributions to school room control. for the duration of the Nineties there had been studies trying to show linkages among verbal immediacy and getting to know and as Witt et al. (2006:152) claim “the relationship of verbal immediacy to student learning is likely high-quality”. The problem is that verbal and nonverbal immediacy cues occur simultaneously and lots of studies favor to combine them. also, a few studies suggest that verbal immediacy is in truth overridden by using the instructor’s nonverbal immediacy behaviours (Witt & Wheeless 2001).
research on trainer immediacy inevitably mentioned the connection between trainer and learner within the study room. In 1997 Teven and McCroskey initiated studies into the nature of the relationship between instructor and learner (Richmond et al. 2006). They investigated linkages between trainer and learner behaviour and found that newbies are laid low with the behaviour patterns of instructors. Teven (2001) persisted studies associated with the effect of the relationship between trainer and learner on school room effects. He proposed that improved instructor immediacy may make contributions to a greater being concerned environment, that's useful for the connection between trainer and learner. ultimately, Teven and Hanson (2004) have shown that newbies do perceive the teacher as extra credible if nonverbal, as well as verbal immediacy cues are blanket ed in training. 

The fundamental trouble with studies findings on the effect of teacher immediacy on the cognitive studying of freshmen is the problem of size. assessment strategies which might be in vicinity to evaluate studying in general are not effectively associated with instructor behaviour that allows you to establish a causal hyperlink. In an attempt to conquer the measurement trouble, Kelley and Gorham (1988) designed a laboratory experiment in which newcomers have been taught in separate agencies and all content material to be learned turned into new. members should consequently have no previous information of the content material. They created four experimental situations with a view to look at the relationship between immediacy and quick-term reminiscence. of these experiments portrayed excessive bodily immediacy, one with eye-touch, and one with no eye-touch. The other two conditions portrayed low bodily immediacy, one with eye-touch and the remaining without eyecontact. short-time period don't forget turned into best within the situation wherein the teacher offered high bodily immediacy with eye-touch. This take a look at showed a tremendous dating among trainer immediacy and cognitive gaining knowledge of as the manipulation of immediacy at some stage in the teaching classes had a large and full-size have an effect on on the learners' potential to don't forget. because of the reality that it did now not take area in a ‘real’ study room, the effects ought to now not show that immediacy impacts cognition. however, whilst considered along side preceding research they offer sturdy proof of the wonderful impact of immediate teaching (McCroskey & Richmond. 

Immediacy and way of life because of the fact that distinctive cultures vicinity extraordinary values on nonverbal conversation it's miles vital to remember teacher immediacy from a
might trainer immediacy be as valuable in a lifestyle that has stricter regulations about interplay? research on this subject matter is constrained, but shows that newbies, irrespective of lifestyle, perceive that they examine more and enjoy better levels of motivation in a greater instant school room environment. The look at with the aid of Powell and Harville (1990) become likely the first to investigate one-of-a-kind cultural perceptions of trainer immediacy. McCroskey et al. (1996:209) studied the effect of instructor immediacy across special cultures and examined newbies from four distinctly exceptional cultures, namely American, Australian, Puerto Rican and Finnish. The American and Australian populations have been comparable in that both are English speakme and appeared as extra instant cultures. The Spanish-speaking Puerto Rican learners are very instant, instead of the low-expressive non-instantaneous Finnish beginners. In all four cultures, immediacy become positively related to tiers of perceived gaining knowledge of. despite the fact that they reported a distinction in the quantity of the have an impact on of immediacy on perceived gaining knowledge of, it is essential to observe that the route of relationship is comparable throughout cultures. The effect of immediately coaching appeared to be greater pronounced in non-instant cultures (Finnish), than in instant cultures (Australian).

A comparable observe in Japan via Pribyl, Sakamoto and Keaten (2004) located that even even though eastern college academics are looked as if it would be nonverbally much less immediate, in assessment to the perceptions of students from america, Australia, Puerto Rico and Finland, the japanese college students additionally experienced more gaining knowledge of and better motivation while taught by means of more instant instructors. the students said extra gaining knowledge of loss while taught by way of no on the spot teachers. It can consequently be argued that a range of appropriate nonverbal immediacy behaviours exists within/across cultures (Pribyl et al. 2004:82). Motivation seems to be an essential issue of studying across cultures. In addition, in the japanese subculture there may be a tremendous link between motivation inspired via the teacher as well as teacher immediacy; both are definitely associated to gaining knowledge of. this is in assessment to the “stereotype of the intrinsically inspired japanese student who studies for the sake of have a look at” (Pribyl et al. 2004:eighty four). similar to their American counterparts, jap college students are additionally inclined to file higher degrees of motivation when taught by using teachers who
appear to exhibit nonverbal immediacy behaviors greater frequently (Pribyl et al. 2004:eighty three).

move-cultural validity, according to Zhang, Oetzel, Gao, Wilcox and Takai (2007:228) is a severe problem for instructional conversation researchers. They question whether trainer immediacy scales may be used across cultures. Their study additionally supported preceding claims that novices of all cultures perceive higher tiers of teacher immediacy undoubtedly in the lecture room. instant coaching is, consequently, go-culturally associated with credibility. apparently, Richmond et al.(2006) noted that an critical attention in lifestyle-associated trainer immediacy research is that many cultures do not condone instructor critiques by newcomers and nation that this may avert studies. In summary, the above-cited research show that teacher immediacy is a totally critical element in coaching and learning. It is enacted via instructors’ verbal and nonverbal behaviours and affects on affective and maximum probably cognitive gaining knowledge of. The extra instantaneous teachers will talk effective attitudes and orientations, while less instantaneous behaviours point to distancing and detachment (Plaxet al. 1986:forty five).”

3.15 DATA REDUCTION AND DATA CONDENSATION STRATEGIES

This longitudinal combined approach observe generated, as expected, especially big facts sets which had to be made extra viable. Miles, Huberman and Saldana (2014) advocate that quantitative information must be reduced and qualitative facts condensed, because the system to make statistics more conceivable in quantitative studies differs from qualitative research. It changed into, consequently, essential to discover strategies in order to firstly reduce the quantitative information to a extra conceivable size and secondly, condense the qualitative facts to bolster the data set.

For the quantitative part of the study, members have been surveyed as soon as a 12 months over a duration of educational years. They completed surveys for the duration of a lecture length in the every semester of yr. As cited earlier, lecture within the education faculty. but, because i'm a middle initial section lecturer, I had a lot nearer touch with the members within the initial phase. I did not have such near touch with the Intermediate & Senior segment organization, which intended that fewer of them finished and returned the surveys every year. due to the fact the response fee within the IP institution became much higher, I decided to
cognizance only on the participants from the initial segment. The qualitative statistics additionally needed to be reduced. In addition, as Creswell and Plano Clark point out, it is better to make the qualitative sample much smaller than the quantitative pattern, due to the fact this “allows the researcher attain an extensive qualitative exploration.” therefore, I determined to condense the records set by using choosing critiques consistent with player for every 12 months: my very own evaluation report and a further from the set. Merriam describes the process of locating the applicable documents because the first step in the procedure and this systematic system is frequently pushed by means of “the topic of enquiry itself”. For this reason I decided that the degree of element related either to readability or to immediacy might determine the choice of the second one evaluation document.

3.16 CONCLUSION

This chapter defined the design of the research method for this study in detail. This study is framed by using the pragmatic paradigm, as it locations specific importance at the studies hassle and the motive of the studies, i.e. to make a contribution to present expertise concerning trainer schooling. The pragmatic approach also permits for using mixed methodologies to have a look at the school room conversation behaviour and improvement of pupil instructors, due to the fact the pragmatist is interested by socially situated troubles. the usage of mixed methodologies is likewise in particular useful for this study, because it allowed the use of exclusive strategies of research of particular fields inside the subject of verbal exchange schooling, namely developmental communication and instructional communiqué. furthermore, the chapter argued that interpersonal and academic verbal exchange improvement are longitudinal approaches and that it would therefore make feel to analyze those over an extended time frame. moreover, the chapter explained the process followed within the sampling and selection of cases, as properly the approach of amassing the quantitative and qualitative statistics. records reduction become important because of the longitudinal nature of the have a look at and consequently the strategies used to lessen the statistics had been defined. in the end, the information analysis process, moral issues and trustworthiness have been described.