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TITLE

The knowledge of communication skills of secondary graduate student teachers and their understanding of the relationship between communication skills and teaching.

Abstract

Effective communication skills are essential to good teaching practice. This paper discusses how these skills are acquired and integrated during a teacher education course. Secondary graduate student teachers, in a one year teaching diploma, were offered the option of a selected course in effective communications. The high uptake of this course caused reflection about the perceived knowledge of communication skills held by students at the pre-entry level. A research project was developed to look at the pre-entry knowledge of communication skills and the acquisition of these skills throughout the year. The base information was established by interviewing a sample of the secondary student teachers to assess their knowledge prior to entering the course. The subsequent four interviews showed the development of these skills and indicated where and how the student teachers thought this acquisition had taken place.

This paper describes the significance of effective communication skills for teaching and presents the findings from the data collected. The implications for teacher education will be discussed.

INTRODUCTION

We are the resources for collaboration in today's schools..... No matter what innovation is challenging us, no matter what mandate is required, PEOPLE are at the centre and COMMUNICATION is the foundation.

Patty Lee 1997

Communication and the skills which contribute to effective teaching practice have been acknowledged as generic to teacher education courses. The skills themselves and the ways in which they are used in teaching have been described in depth by a number of writers (Cooper and Simonds 1999; Krueger 1997; Friend and Cook 1996; Hansford 1988). Friend and Cook (1996) define communication:

Interpersonal communication is a complex, reciprocal process through which participants create shared meanings, as messages are transmitted continuously from one sender-receiver to another via multiple communication channels.

The skills of effective communication are interacting, transmitting an appropriate message and the methods used for this transmission. Within teaching the interaction may include classroom management, teaching strategies and skills such as assertiveness and listening (see *Appendix 1*). Sending an appropriate message and acquiring shared meanings involve pedagogical knowledge and the understanding by the teacher of the most effective means of transmitting the message to an individual group or class.

It is difficult to find research on the acquisition and integration of communication skills into teaching practice. There seems to be little documentation about the communication skills student teachers bring to their teacher education courses, the development of these and their contribution to becoming an effective beginning teacher.

Communication is recognised as an important skill required of all New Zealand teachers. *The New Zealand Professional Standards for Secondary School Teachers - Criteria for Quality Teaching* (July 1999) have effective communication as one of the nine criteria for competence. Communication is recognised as important for beginning and experienced teachers. *The National Competency Framework for Beginning Teachers* (Australian Council 1996) also has communication as one of its five areas of competency:

... communicating, interacting and working with students and others.

Within teacher education student teachers learn effective communication skills from both their roles as learners and as teachers. Learning and teaching have been the focus of a number of significant projects researching areas of effective teaching practice. Student teachers learn to think and act in a particular way. How and what contributes to their learning as a teacher has been a question raised by a number of researchers and teacher educators in the 1990s (see Feiman-Nemser and Remillard 1996; Robertson 1996; Calderhead and Robson 1991). The questions raised have been:

- what are the student teachers learning?
- how are they learning?
- when and where does the learning take place?

These researchers recognised the importance of conceptions of learning and conceptions of teaching. A growing body of research on the learning by tertiary students was published in the 1990s. Marton, Dall'Alba and Beaty (1992) used a longitudinal study to investigate undergraduate students' conceptions of learning.

Learning was understood by the students in six levels

1. Increasing one's knowledge
2. Memorising and reproducing
3. Applying
4. Understanding
5. Seeing something in a different way
6. Changing as a person

These conceptions are hierarchically related with each conception subsuming those that precede it. They conclude that:

...learning appears to be seen as having both an acquisition and application phase with a temporal axis between them (Marton et al, 1992).

Taylor (1996) reports from a study of tertiary students in Australia that post graduate students tend to hold a more complex view of learning.

Those who were successful students were most reflective about and flexible in their approaches to learning (p235)

Initial conceptions of teaching held by student teachers influence their learning about teaching, communication skills and their importance to teaching practice. Many studies on conceptions of teaching (Kember 1998, Prosser Trigwell and Taylor 1994, Pratt 1992, Martin and Balla 1991) recognise the challenge to change existing beliefs. There is little available research in New Zealand or Australia on whether a graduate programme refines or changes student teachers' existing beliefs of the significance of communication for teaching.

Calderhead and Robson's (1991) study of first year British B.Ed. students showed that students start their teacher education with different ideas about teaching and their needs for professional development. These different images held by student teachers can influence what they find relevant and useful in the course and how they analyse their own and others' practice. Some student teachers believe that theoretical learning underpins teaching practice, other student teachers perceive their growth as trial and error. Yet others already feel confident at the beginning of their course and want current ideas and curriculum knowledge. Some student teachers have no set view of how they will teach and model themselves on lecturers and associate teachers. Student teachers not only perceive themselves as gaining teaching skills in a variety of ways, their images of themselves communicating with and teaching classes also vary. When student teachers imagine themselves teaching they often picture themselves standing before a group of students presenting, talking, explaining, showing, "going over" the material to be learned. (Ball 1988).

Teacher educators (Calderhead 1997, Feiman-Nemser and Buchmann 1987) have stressed the importance for a more specific understanding of learning to teach. As mentioned earlier Marton et al. (1992) in their model of conceptions of learning considered that applying new learning provided understanding for the learner. This is applicable to student teachers using the teaching practicum to understand and integrate teaching knowledge into effective teaching practice. Dobbins (1996) outlined the complexity of the role of the student teacher in a teaching practicum. Shapiro (1991) studied changes in the perceptions of preservice teachers and found there were four kinds of perceptual change:

- initial beliefs/images have been incorrect
- acquisition of new technical know how
- discovering new ways of categorising experience
- acquiring new self knowledge

The degree of perceptual change that occurred within student teacher education is discussed by Kagan (1992) relating Christine Bennett's study (1991) with a one year graduate programme

... as novices progress through the programme, linkages among their prior beliefs, programme knowledge and classroom experiences appear to grow stronger (p147).

Graduate students have already experienced the conceptions of learning within the acquisition of their graduate qualification although they may not be able to articulate them. In working towards a teaching qualification student teachers expand their conceptions of teaching. Communication skills are fundamental to developing an understanding of both learning and teaching.

Patty Lee (1997) recognised the importance of communication for effective teaching. As she stated:

...PEOPLE are the centre of schools and COMMUNICATION is the foundation

The writers of this paper hypothesise that:

- all student teachers would bring to their teacher education course some knowledge of communication and skills of communication
- at entry student teachers may be unable to describe their knowledge of communication and communication skills
- communication is a generic part of teacher education and may be taught explicitly (such as teaching strategies, listening skills, effective communication course) or taught implicitly (such as modelling)
- student teachers should be able to recognise the relationship between theoretical learning and practical application of communication skills and their importance to effective teaching

RESEARCH DESIGN

Programme Description:

The students who were selected for this study were about to attend a one year secondary teacher education programme for graduate students. The programme has four strands – teaching practicum, professional studies, curriculum studies and selected studies (of which effective communications is one of the courses student teachers may choose). The student teachers would graduate from this programme with the Diploma of Teaching.

Sample:

A representative sample of 10% of the secondary graduate student teachers was selected prior to the commencement of the secondary teacher programme. The factors used to select the students were age, gender, ethnicity and curriculum subjects. The sample was small (N = 12) and was thus not fully representative of the full class of students. Initially sixteen students had been selected for the research. Twelve took the opportunity. Of those who did

not accept the offer three were male. The sample was then no longer representative for gender.

Method:

The students were invited to participate in the research project prior to their beginning their teacher education programme. They were given full information on the purposes and the requirements of the project to enable them to make an informed choice about participation.

The interviews were structured to obtain consistency between the two interviewers. Each interview was taped and transcribed before the data was collated. The initial interview collected baseline data about the students' knowledge of communication skills and their perceived relationship to teaching.

The structure of the programme provided easily defined times for subsequent interviews. The first three terms of the four term year consisted of lectures and tutorials held at College followed by a teaching practicum in a local secondary school. Interviews were conducted in the final days of the teaching practicum where possible or soon after the practicum if necessary. The final term of the programme was at College and the student teachers were interviewed as close to the end of term as was practical.

The interviews were designed to ascertain knowledge held by the student teachers of communication and communication skills, how and where the students thought they had acquired the skills, and their perception of the relationship of these skills to effective teaching. Students were given opportunities at the conclusion of each interview to discuss any other information they felt was relevant to the research.

Analysis of Results:

Each student teacher's interview was audio-taped and transcribed. The researchers summarised each tape. The results from the 5 interviews conducted with the secondary student teachers have been collated using the two main ideas of understanding of communication and communication skills followed by development of communication skills.

RESULTS AND DISCUSSION

A Understanding of communication and communication skills

Interview 1

The first interview collected baseline data and was conducted prior to the student teachers starting their programme.

The student teachers were asked to discuss their understanding of communication and communication skills within the headings of beliefs, acquisition of communication skills and the relationship of communication skills to teaching.

1 Existing beliefs about communication and communication skills

Communication

In the week prior to starting their teacher education course student teachers were asked about their knowledge of communication and communication skills. Their responses reflected both common elements and distinctly individual responses.

All student teachers acknowledged communication as being a transfer of knowledge, four of the student teachers acknowledged only this fact and another five recognised that understanding the transmission was significant. They did not explain how this might occur. A smaller group of three expanded their concept of communication by indicating the importance of listening, feedback and imparting knowledge in more than one way. One student recognised that there is a relationship between the sender and the receiver of the knowledge.

Communication skills

The skills that contribute to effective communication were mentioned by six of the student teachers. They were speaking to a crowd, debating, questioning, clarifying, listening, using sign language, technology, body language and feedback. There was no attempt to elaborate these skills.

Discussion

When asked what they understood by communication skills most students used statements such as:

transfer what I know, pass on information, impart information, explain a concept

2 Acquisition of communication skills

The ways in which the student teachers acquired the skills of communication prior to entering their teacher education course were extremely diverse. There was little commonality in their responses. This reflected their past experiences.

Student teachers acquired their communication skills by either formal or informal means. Four of the student teachers recounted formal learning of communication skills done through polytechnics, universities, toastmasters' club, and a speech and drama course.

Eight student teachers acknowledged informal learning as the sole means of learning communication skills. This included the workplace such as the food industry, customer relations and as a salesperson. Another broad area was family and friends in which discussions, television, reading and travel were all stated as contributing. Two students stated they had done untrained tutoring within their subject areas.

Discussion

Prior to entering the teacher education course four of the student teachers had formal training in communication skills either in their employment or education. Those who had worked in the retail industry and customer relations had learned to be concise and to "confront" people. The student teachers had learned their skills of communication by observation and responding to new situations.

The student teachers were able to identify communication skills such as speaking and being understood which are known to contribute to communication. The language used to describe these skills made little reference to the practice of teaching.

3 Relationship of communication skills to teaching

The comments made about the relationship of communication skills to teaching reinforced those comments made when the student teachers were asked about communication, that is, the relationship was expressed through transfer of knowledge.

All the participants used words which included talking to, speaking to, demonstrating, explaining, delivering, persuading and full-on lectures. Some participants added problem solving (2), giving feedback (3), being authoritarian (3), listening (4) and assertiveness (2). Individuals commented on such issues as handling a class, English as a second language, repetition, questioning and clarifying, poor communication and students who will not learn.

One student was more insightful and stated

Communication skills are the key to teaching, the number one skill (S1).

The student teachers' concept of a teacher appeared to be one who stood up in front of a class and delivered the message. Martin and Balla (1991) support this finding that student teachers enter a teacher education course with the belief that teaching involved imparting knowledge to a class. While some of the student teachers were aware that they may need to do this in different ways, they did not enlarge on how they might do this.

Discussion

No student emphasised the relationship of communication skills to teaching. They thought communication was their own ability to 'perform' and they showed little awareness of how the receiver (or students) might respond to their teaching. One participant recognised some aspects of the interactive nature of communication

...between imparting, acquisition and feedback of knowledge (S2)

This same student was aware of the difficulty she might have finding an effective means of teaching a topic and that she might need to

...find a balance between speaking and writing. (S2)

In discussing the role of the teacher the participants felt the teacher was the source of student learning and therefore it was the teacher who needed the communication skills to impart the knowledge. The learner was a passive recipient for this information. This concept was in line with Ball's (1988) view of how prospective teachers view teaching.

B Development of communication skills

1 Perception of communication skills

Interview 2

The student teachers were interviewed for the second time at the end of term one when they had completed five weeks at the College of Education and four weeks on teaching practicum.

Communication

All the students defined communication in terms of teaching. They had a larger concept of communication unlike in the first interview when they felt it was transmitting knowledge. At this interview they were aware of their audience and the variety of people who might be within the audience. This was stated by one student

... it is important to be aware that communication must be different for different audiences, different levels and different types of people (S6).

Communication skills

All students were able to articulate more skills and to discuss the skills in greater detail. The main categories they mentioned were:

- Multiple ways an individual can communicate – verbal, body language, voice changes and silence, space and movement
- Classroom management was recognised as a communication skill, specifically mentioned were giving instructions, warning systems and consequences for behaviour
- Technology – OHTs, powerpoint
- Group work – interactions between class members
- Using different methods to communicate the same thing – checking the meaning and understanding in different ways.

Interview 3

Communication

The third interview with the student teachers took place at the end of the second term. At this interview six of the participants were clearly defining the importance of the reception of a message and the interaction between the teacher and class.

Communication skills

The same six participants who recognised the importance of the interaction also identified the skills which contributed to the interaction such as listening, awareness of response and understanding, clarifying ideas and feedback.

The remaining six participants were stating communication as the transfer of knowledge with technical skills being the use of OHTs, written skills in the form of text and writing.

Interview 4

Communication

In this fourth interview, which took place at the conclusion of term three, eight of the twelve student teachers recognised and stated the importance of the relationship and interaction between teachers and students in communication. They recognised the need for a variety of ways of transmitting knowledge to the audience and also recognised the overt and subtle responses and feedback from the audience.

Communication skills

The same eight student teachers recognised the variety of influences on transmission and reception of a message. For example, role modelling, development of self awareness of own performance

... knowing what you are doing, why you are doing it, and what effect it may have on the speaker(S2).

The remaining four were talking about the skills of body language, writing and speaking clearly and active listening, rather than concepts such as the interaction between the teacher and the class and the importance of self awareness in teaching.

Discussion

Within the fourth interview student teachers still discussed skills which referred to the teacher as the imparter of knowledge. The remaining student teachers were changing their concept of the teacher and were recognising the importance of interactive teaching techniques such as group work. This fits within the research of Martin and Balla (1991) of the changing conceptions of the teacher.

2 Acquisition and the relationship to teaching of communication skills

Interview 2

The acquisition of skills will be looked at within two areas of learning – theoretical and practical learning

Theoretical learning

Student teachers articulated the skills they had learned within the college based programme and were specific about the courses where they had learned the skills. Ten students identified communication skills learned in professional studies naming classroom management and role plays. Each curriculum study contributed various skills.

Eight student teachers had completed the selected study in effective communications. This group articulated all the major content presented within the course and mentioned a variety

of skills which enhance effective communication. These were theoretically understood and were to be practised on teaching practicum.

Practical learning

Student teachers were able to acknowledge that it looked easy to use communication skills when they observed experienced teachers. On trying to use the skills themselves they found it much harder to use them successfully,

... experienced teachers do so much naturally (M5).

Student teachers attempted to use the communication skills, for example instructions when opening and closing of classes. Although they were attempting to use the skills they did not mention any synthesis of the theoretical skills into their teaching practice.

Interview 3

Theoretical learning

The communication skills mentioned by all students were generic to teaching, highlighting that as the communication skills were practised they became part of the broader concept of teaching. The generic skills talked about included "questioning skills", "operating group work", "using different types of medium", "changing university language to secondary language".

One student teacher summed up when she stated:

I can't be specific – effective communications, teaching strategies, classroom management and teaching as performance – I just know that I'm picking up skills and can't say where. (M2)

Practical learning

The student teachers felt confident at this stage to try some of the theoretical techniques. They were beginning to find out what worked, and used different techniques for different audiences. This was recognised by varying instructions to small and large groups with different abilities.

Interview 4

Student teachers talked of communication skills within a holistic view of teaching. Of the twelve students five stated that they learned the theory at College and practised and honed the skills on their teaching practicums.

All student teachers were now talking generically about the skills. They were not referring to the specific and individual skills or in which course they had learned the skills.

Discussion

The acquisition of communication skills was identified by student teachers in all three interviews. This related to the levels 1-4 of the conceptions of learning stated by Marton, Dall'Alba and Beaty 1992. It is similar to the model developed by Saunders and Mills (1999).

In this latter model (*Appendix 2*) acquisition was found to take place through new theoretical learning, finding a context for the learning and practising the skills.

3 Integration of Communication Skills into Teaching

Interview 2

After the teaching practicum the student teachers recognised their knowledge of communication skills such as speaking and being understood as well as subject knowledge. While they acknowledged these they did not articulate the connections between them.

Interview 3

At this interview student teachers showed the beginning of synthesis between their use of communication skills and teaching. Student teachers reported being able to reflect on their use of communication skills and the class' response to their use of the skills. They were then able if required to use another skill. One student teacher talked about using communication skills such as presence, instructions and assertiveness skills:

At the beginning of the practicum I knew that I wasn't communicating effectively because of the noise etc, it wasn't working for me. So I set about thinking how I would change that, I went in and told them my expectations, rules etc and had an amazing class. It still feels a bit strange to me doing this but it is very empowering (M2)

Skills such as self reflection and the ability to use it in class were indicated:

I can see they are not understanding by looking at them. That may be informal. I can then ask for formal feedback – seeing how they are doing. (S4)

Three of the students indicated that they were able to self reflect on what was happening and adapt their communication skills to enhance their teaching.

Interview 4

This interview showed all the student teachers were feeling more confident about using communication skills as part of their teaching. Feedback from students, associates and lecturers was mentioned most frequently (7), causing the student teachers to attempt other ways of communicating.

At College I learned the techniques and on T.P. I tried them. Often they worked so I was using and practising what I had learned in theory. (M6)

The result of practice reinforces the theory. (S1)

Discussion

The student teachers progressed from isolated use of communication skills at interview one and two to gradually integrating the skills into their teaching practice. The main indicators for this seemed to be through self reflection. There appeared to be three main ways that student teachers self reflected. Some student teachers reflected while teaching lessons and changed tack. Others talked about reviewing their practice through written lesson

evaluations. Others reflected as they planned future lessons. A small number of the participants (2) reported using more than one method.

Feedback from their students and the confidence to respond to this by trying another communication skill appeared more strongly in interview 4.

...being aware of the perception by kids of self though informal feedback (M5 Interview 4)

... heightened awareness and the importance that age and level have on communication, the ability to gauge communication in a subtle way (S2, Interview 4)

Practice gave the student teachers more confidence.

By now I can go in and automatically know where the students are at (M3, Interview 4)

C Concluding Interview

This interview revisited the student teachers' responses to earlier interviews and attempted to bring some completion to the interview process. The student teachers were asked about their beliefs and learning of communication and communication skills at different points in the year. They discussed the factors that influenced changes in their communication strategies. Student teachers were asked to reflect upon the model of acquiring and integrating communication skills (Saunders and Mills, 1999 *Appendix 2*).

i. Change in the beliefs about communication skills

In the first interview the student teachers perceived themselves as the focus of communication and the transmitter of knowledge. The role of the audience (class) was seen to be passive. Their knowledge was not related to teaching. By interview five they were recognising the importance of the communication interaction between teacher and class. The focus of their knowledge had an educational context and they had integrated the skills of communication into teaching practice.

ii Factors which influenced the acquisition and integration of communication

There appeared to be three main factors – the impact of lecturers, explicit teaching of effective communication and the impact of the research project.

a) Impact of College lecturers

Nine of the twelve student teachers felt the College lecturers had a significant impact on their images of a teacher. Modelling of good teaching practice was the most frequently mentioned (7) way this occurred.

Seeing teachers good and bad, so inspired by what they are doing, keen and motivated by doing things. (S3)

b) Effective Communications course

Eight student teachers had attended a course in effective communication at the beginning of the year. These students developed a language to describe the skills of communication more quickly than the other student teachers. These students reported having more skills for use in the classroom during their first teaching practicum. The impact of this course is best described through the quotes of the students:

Effective Communication was so valuable – showed me what I was doing, why and how (M1)

It heightens the social awareness rather than the academic (S3)

It gave me ideas and examples of teaching I would not have thought of and I had time to try them out (S3)

I would have been a lot more up the front and never really thought about the students without effective communications (S1)

c) Impact of the research project

The comment made by all the students was of the importance of regular reflection to recognise the development of communication skills.

I can see now how far I have developed (M2)

iii *Models of learning*

The model developed by Saunders and Mills (1999) (*Appendix 2*) was presented to the student teachers. All of them articulated the acquisition of new theoretical knowledge. Two student teachers discussed putting this learning into the context of lesson plans. Another related the context to the wider educational environment of a school.

Repeated practice and reflection was stated by seven student teachers as enabling them to integrate communication skills into teaching. For some this process was more rapid and by interview three two student teachers were recognising some communication skills were becoming automatic.

I can now make judgements about where kids are at as they come into the room and I can change my communication approach to them (M4)

SUMMARY

At the beginning of the year student teachers identified general concepts of communication. While they could name some skills such as talking and listening they had little knowledge of how these might fit into teaching practice. Two thirds of the participants of this project (proportionately representative of the whole course) selected a course in effective communications taught at the beginning of the year. Explicit learning of communication skills hastened the student teachers' ability to attempt to use them in the classroom.

Throughout the year student teachers talked of communication skills increasingly assuming a teacher focus. They recognised the variety of communication skills they would need to be competent teachers. After teaching practicum one the student teachers were detailed in their specific knowledge of communication skills. The skills were practised within their teaching practicums and eventually were described as an integral part of their teaching knowledge in latter interviews. The most visible increase in knowledge of communication skills occurred in interview two.

The teacher education programme had a cycle of theoretical learning followed by practice in teaching practicums. The results of the project demonstrated the importance of the cycle. They showed that integration is enhanced by theoretical learning, repeated practice and opportunities for reflection.

Many (7) of the student teachers, when shown the model for acquisition and integration of communication skills (Saunders and Mills 1999 *Appendix 2*), recognised that their learning process was described by the model. They indicated that understanding the process (by seeing it in model form) of learning these skills supported their learning of other subjects.

The student teachers acknowledged the changes in their beliefs about communication and communication skills, and they recognised that their images of a teacher and how the teacher may communicate had changed during the year.

Being involved as a participant in this research project gave the student teachers the opportunity to reflect orally on their learning at regular intervals throughout the year. All participants saw the interviews as giving them a significant and valuable opportunity to discuss their learning.

CONCLUSIONS

The following conclusions came from the research project

- A course in effective communications played a significant part in developing the student teachers' communication skills. The skills learned within the course caused the student teachers to reflect upon their existing beliefs about communication. This was seen within their changing beliefs about the relationships and interactions between teachers and students
- Those student teachers who had attended the communication course attempted to use a larger range of communication skills in early teaching practicums
- Communication skills are generic to teacher education. These skills require a context gained through knowledge of curriculum and through developing an understanding of the school climate to become useful within teaching. Once this is gained the student teachers were able to integrate the skills into their teaching practice
- All of the student teachers appreciated the opportunity, within a structured interview, to reflect on the development of their communication skills. They were able to define through this what and where they had learned communication skills. (Feiman et al 1996)
- The model (Saunders and Mills, 1999 *Appendix 2*) about the process of acquiring and integrating communication skills was recognised by the student teachers as representative of their learning during the year

IMPLICATIONS FOR TEACHER EDUCATORS

1. An effective communication course at the beginning of the year increased the speed with which student teachers acquired and integrated communication skills and through these devised communication strategies for teaching practicums. This was particularly useful for teaching practicums in the first semester.
2. Student teachers acknowledged the value of the explicit nature of the teaching of communication skills during the effective communications course. This information gave them strategies to use in the teaching practicums.
3. The student teachers believed they were not always aware of the teaching strategies used by teacher educators particularly in the first half of the year. Despite this they acknowledged modelling by teacher educators as one of the significant influences on their teaching. Teacher educators need to be more explicit about the communication strategies they use as they teach.
4. Participants valued the opportunity to reflect orally within a structured interview on their teaching practice. This enabled the student teachers to see the development of their learning.

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Appendix 1: *Communication Skills important to Effective Teaching*

- Communication style
 - Verbal skills to impart the message - content, discussion
 - Verbal skills to check the message has been received - questioning, clarifying
 - Listening skills
 - Non-verbal skills
 - Assertiveness
-
- Modelling
 - Understanding learning styles
 - Teaching strategies - lecture style, group work
 - Formal and informal assessment
 - Establishing an effective classroom climate for learning - classroom management
 - Presence and movement in the classroom
 - Relationships with other teachers/parents/community
 - Metacommunications
-
- Expectations for individuals and for class
 - Respect for students
 - Awareness of individual differences - culture, special needs, first or subsequent language
 - Appropriate relationships with students

Appendix 2: Process of Acquiring and Integrating Communication Skills

Entry level

New theoretical learning

Placing communication skills in context

Repeated practice

Reflection and understanding

Assimilation into teaching practice