UNIT 16  SKILLS ASSOCIATED WITH TEACHER-CONTROLLED INSTRUCTION-II

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16.1 INTRODUCTION

The minimum requirement of a teacher training programme is that it should enable you, the trainee teacher, to acquire the basic skills and competencies of a good teacher. Various innovative methods of training have been developed to equip trainee teachers with the requisite competencies and skills to teach effectively. The assumption behind this statement is that teaching is a "science": not all teachers are effective by birth but they can be made more effective through systematic education and training.

A teaching skill is a set of teacher behaviours which are especially effective in bringing about the desired change in students. Teaching involves certain teaching and decision making skills which make the teacher capable of taking decisions such as when to use, how to use, and where to use a particular skill. In Unit 15, you have studied two main skills associated with teacher-controlled instruction: questioning and probing. You have studied how these skills can be effectively used to improve your teaching and make it more purposeful and productive for your students. Besides, you have studied various skills and competencies required by all teachers teaching at secondary and/or senior secondary schools level in Unit 14. You will find some overlap in this unit but it has been done with the objective of emphasising the importance of teaching skills in both the teacher-controlled and the learner-controlled instruction.

In this unit we shall discuss learner and group-controlled teaching skills such as explaining a concept, providing effective stimuli, reinforcing students in their learning, etc. You will study the technique to help your students focus their attention on learning
activities and distract their attention from the non-essential and irrelevant content, and learn to focus attention on perceptual field.

Research studies on the teaching-learning process have shown that attention tends to shift from one stimulus to another very quickly. So to provide the needed sensory inputs you have to draw and hold the attention of your students. You will also study the reinforcement skills. Reinforcement is a specific type of conditioning and is based on the feedback mechanism. Reinforcement is a social aspect of learning because when the student responds in the classroom, he needs social approval of his behaviour. This is why the student always tries to answer the teacher’s questions eagerly and is anxious to know about the correctness of his response.

16.2 OBJECTIVES

After going through this unit you should be able to:

- explain basic skills and competencies of an effective teacher,
- arrange and communicate ideas logically and with clarity using explaining skill,
- state desirable and undesirable aspects of a teacher’s behaviour,
- explain various ways of reinforcement to ensure student participation in the teaching-learning process,
- use teaching skills to make your teaching effective, and
- create a favourable learning environment in classroom.

16.3 SKILLS OF EXPLAINING

In this section you will learn about the skill of explaining which is used at the time of teaching difficult concepts.

16.3.1 Meaning and Nature

You have seen (and also experienced) that explaining ideas or phenomena with the help of appropriate examples is an intellectual activity. Some persons can, logically organise ideas and use certain gestures to make others understand. Explaining is an activity which is used by the teacher right from the grade one through the highest grade. It is one of the most commonly used skills and is the essence of effective instruction. Explaining highlights the relationship among various concepts, events and ideas. Through explanation an attempt is made to relate a set of facts with another set of facts in order to facilitate the understanding of the students. Through explanation we attempt to establish causal relationship between causes and consequences of the phenomenon.

Questions beginning with why, how, etc., generally demand some explanation from both the teacher and the students. An explanation brings out relationship between objects, phenomenon, actions, etc., by giving rules, empirical generalizations and deductive reasoning about a series of events.

During teaching in a classroom, an explanation is a set of interrelated statements elaborating a concept being taught or learnt. In order to bring about a change in behaviour or increase understanding of your students, you have to explain the learning activities. When you teach a new concept to your students, you may use explanation for filling up the gap in their understanding of the new concept by relating it to their already acquired knowledge and the environment in which they live.

While explaining to students you should keep in mind their age and level, their previous knowledge/experience, their family background, geographical background, etc. All these factors significantly influence the effectiveness of explaining. In other words, an explanation should suit the mental level of the students. It should be relevant to the context under which teaching takes place.
As already stated, explaining will generally be around a phenomenon, action, result, condition, or event. While explaining, you have to give causes or reasons that account for the event. Various steps are involved in arriving at a particular solution. All such causes, reasons, steps, events, etc., are called antecedents. Such antecedents result in phenomenon, event, condition, result or action: each one of them is known as consequent. This is represented in the following diagram.

\[
\text{Antecedent} \rightarrow \text{Explanation} \rightarrow \text{Consequent}
\]

\[
\text{(Causes, reasons, steps, events)} \rightarrow \text{(Phenomenon, action, result, event, condition)}
\]

Sometimes while explaining you have to give the consequences of a phenomenon, an action, an event or a result. Explaining is a skill of teaching that brings about an understanding in the students about a concept, a principle or a phenomenon. Various logical steps are involved in arriving at inferences. It has some component behaviours and it can be divided into desirable and undesirable categories. Consequences of a phenomenon, an action, an event or a result to explain. Thus you have now come to know that “explaining is a skill of teaching to bring about an understanding in your students about a concept, a principle or a phenomenon”. While explaining causes for phenomenon reasons behind the action and various logical steps involved in arriving at inferences are given. It has some component behaviours and it can be divided into desirable and undesirable categories.

**Check Your Progress 1**

**Notes:**

a) Tick mark (✓) the right answers.

b) Check your answers with those given at the end of the unit.

i) Which of the following belong to the skill of explaining?
   
   a) An understanding about a concept
   b) Process of relating a phenomenon with another phenomenon
   c) A set of interrelated statements to bring about understanding
   d) All of the above

ii) An explanation involves
   
   a) giving antecedent to consequent
   b) related statements about a concept
   c) a question for elicitation
   d) both (a) and (b)

**16.3.2 Desirable Behaviours**

Now let us see how explanation can become effective. While explaining a concept you have to follow certain norms; viz,

- use relevant statements
- maintain continuity across the statements
- use vocabulary that is well known to the students
- be fluent in speech
- use explaining links
- avoid vague words and phrases
use beginning and concluding statements, and
test students' understanding by putting a few questions.

You should practise the above mentioned behaviours in order to master the skills of explaining. In other words, you have to practise desirable behaviours and at the same time guard against the undesirable behaviours. A statement of desirable and undesirable behaviours is presented below. These behaviours are known as component behaviours of explanation.

<table>
<thead>
<tr>
<th>Component Behaviours of Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desirable behaviours</strong></td>
</tr>
<tr>
<td>• Introductory statement</td>
</tr>
<tr>
<td>• Concluding statement</td>
</tr>
<tr>
<td>• Use of explaining links</td>
</tr>
<tr>
<td>• Use of visual techniques</td>
</tr>
<tr>
<td>• Interesting to the students</td>
</tr>
<tr>
<td>• Defining technical words</td>
</tr>
<tr>
<td>• Testing students' understanding</td>
</tr>
</tbody>
</table>

Let us discuss these desirable and undesirable behaviours in detail. We shall discuss desirable behaviours in this Sub-section itself. The undesirable behaviours will be discussed in Sub-section 16.3.3.

i) Use of introductory statement: The introductory statements are used by teachers to draw and maintain the students' attention. The purpose of the statements is to make the students mentally ready for learning and give them some clue(s) about explanation.

ii) Use of concluding statement: Some statements are made by the teacher toward the end of the lesson to summarise or conclude the explanation. The purpose of these statements is to present a consolidated picture of what has been explained. You can use the concluding statement to draw the logical inference through reasoning. The following example provides an apt illustration of these.

**Example**

*The topic for explanation is: Natural Ventilation in Rooms.*

**Introductory statement:** Today we shall study how natural ventilation can be arranged in the classroom. The air always blows. Fresh air contains oxygen which, being heavier than other gases, flows at a lower level. Because of its being heavier, oxygen enters the room from the windows. The exhaled air carbon-dioxide is lighter than oxygen. Being lighter, carbon-dioxide rises upwards. To fill the vacuum created by carbon-dioxide, oxygen blows into the classroom. For smooth flow of oxygen, ventilators should be kept open. Impure air flows out of the room through ventilators constructed on the upper part of the room while the pure air enters the room through doors and windows. A room must have windows and doors facing each other for smooth ventilation.

**Concluding statement:** Thus natural ventilation can be created in the classroom through proper arrangement of windows and ventilators.
iii) Use of explaining links: There are certain link words and phrases which increase the effectiveness of explanation. Such links make explanation clear by bringing continuity in statements. These links are generally conjunctions or prepositions which clearly indicate the causes, consequences, and reasons behind statements. These conjunctions could relate to space, time, cause-effect relationship, condition or even a procedure or sequence. The purpose of these links is to communicate to the student that the teacher is providing an explanation. You should use appropriate explaining links to make your explanation coherent. Following is a list of explaining links for your reference and use. These are just illustrative examples. This list can be extended and the links can be modified to suit the context of teaching.

Some explaining links

- As a result of
- As a result
- After/Before
- Because
- Because of
- But
- Due to
- Here after
- Hence
- If then
- In order to
- In spite of
- On the other hand
- Since
- Such
- That is why/how
- Thereafter
- Therefore
- The cause of
- The function of
- The purpose of
- Though
- Through
- What if
- Why
- While

The following examples will help you understand the use of an explaining links.

There is a lot of humidity in the air during the rainy season. That is why/because of this the clothes do not dry quickly.

If you want to let the impure air go out of the room, you must construct ventilators in the room. The purpose of constructing ventilators is to let the impure air go out of the room so that the fresh air can enter the room.

iv) Use of visual techniques: You can make use of blackboards, charts, models, pictures, flannel boards, cut-outs, etc., for making the explanation more clear. These visual materials should be used in a meaningful way. There is a famous saying, “One picture is worth ten thousand words”. These visual aids help students understand the concept better. For example, when the phenomenon of clotting of blood can be explained with the help of a diagram, a chart or a working model, you will experience that the students learn the phenomenon easily and better.

v) Interesting to students: You can make the explanation interesting by giving examples from daily experiences of the students. Besides, a variety of explanations should be given, through simple language and different media of communication.

vi) Technical words defined: Sometimes while explaining a particular phenomenon you may use some technical and difficult words. If you do not define them, it will make the explanation difficult to comprehend for your students. Therefore new terms and technical expressions should be defined and explained properly.

vii) Questions to test students’ understanding: After explaining the phenomenon, you should ask some questions to test the understanding of your students. The questions asked at the concluding stage will help you get the feedback from the students whether you have been able to explain a phenomenon correctly and whether the students have understood it. Remember only a few simple questions covering the whole explanation can serve the purpose.
Check Your Progress 2

Notes: a) Write the answers in the space given below.

b) Compare your answers with those given at the end of the unit.

i) Fill in the blanks with appropriate explaining links.

   a) Rana Pratap lost the Haldi Ghati Battle.......... poor planning.
      (due to, in spite of)

   b) ............... equal quantity of red and yellow colours are mixed ............. orange colour is formed. (so that/till)

ii) Write an example of explaining a skill of your choice on any phenomenon using desirable behaviours and put them (desirable behaviours) in inverted commas.


16.3.3 Undesirable Behaviours

There are some behaviours that you should avoid while explaining any concept. Undesirable teaching behaviours that are best avoided are discussed below:

i) Irrelevant statements: Those statements which are not related to the phenomenon being explained and which do not help in understanding the concept by the students are known as irrelevant statements. Such statements create confusion, distract the attention of students from the main topic or point of explanation. You must take care that you do not make any irrelevant statement while explaining. The following example will help you understand the irrelevant statements.

   The teacher wants to teach “Importance of fresh air”.

   “The fresh air is very important for our health. Health is wealth. Fresh air provides us oxygen which purifies the blood”.

   The above explanation contains some irrelevant statements which have no logical relation with the topic or concept being explained. The explanation should have focussed on the surrounding environment and emphasised that we must keep our surroundings clean in order to get fresh air.

ii) Lack of continuity: If you break the sequence of ideas or information, it breaks the continuity of explanation. Continuity in explanation is usually broken in following situations:

   • When the statement is not logically related to the previous statement(s).
   • When a new idea or information is introduced without relating it to the preview knowledge of the students.
   • When you revert to a previous topic without relating it with what has been discussed in the previous topic.
   • Sometimes absence of sequence of place or space may lead to discontinuity in explanation.

Examine the following dis-jointed statements:

   Topic: “Clotting of Blood”

   Blood has fibrinogin, the protein of blood. The protein is essential for growth. The
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protein is found in many forms in blood. It is mixed with oxygen and make clots. Blood clots which looks black. They stop the blood to flow”.

iii) Lack of fluency: Fluency is affected when a teacher does not speak coherently. If the teacher speaks half the sentence and reformulates it in the midst of the sentence, it disturbs fluency of the explanation. The lack of fluency in the explanation distracts students attention from the subject they are learning.

Study the following example in which the teacher is explaining why plants bends towards sunlight. You can easily find out lack of fluency (it is shown with dotted lines).

Who knows it......At right ...Do you know why the pot plants bend towards the sunlight? It is because, you know the plants needs .......... what is called .......... is sunlight. So also the pot........plant to fulfil its need or......where they get what is that sunlight..........They bend........ I mean towards the sunlight.

iv) Using vague words and phrases: You also might have noticed some words do not give explicit idea about the concept being explained. The use of such words and phrases hinders the students understanding. Some vague words and phrases are given below:

almost  many  probably  somewhat
a little  may  perhaps  type of
actually  might  some  the rest
etc.,
few  most  something  things
in fact  no where  seems
you know  correct  you see

Examine the following examples of the use of vague words:

The teacher is explaining the need of protein in the human body.

You see actually the body needs some food. The protein in fact helps in the growth of almost all the cells of the body. Due to its lack in food, children may not grow properly. It seems important to include some protein in your food.

The bold portions in the above example are the vague terms.

v) Using appropriate vocabulary: Though it is difficult to decide the appropriateness of the vocabulary to be used, your experience of teaching the students can help you judge the difficulty level of language used. You should guard against the habit of using difficult words/expressions. The difficulty level of words used should suit the age, the mental level and the grade of the students.

In this section, you have studied the concept of the skill of explaining. You have also studied desirable and undesirable explanations. We expect you to use desirable behaviours in explanation while teaching young students.
b) That which facilitates students about the object

c) That which explains the relationship between cause and effect, or

d) All of the above

ii) Which one of the following is a desirable behaviour in explanation?

a) Using beginning and concluding statements

b) Lacking fluency

c) Using vague words and phrases

d) None of the above

ii) Which one of the following is not a desirable behaviour in explanation?

a) Using explaining links

b) Using appropriate vocabulary

c) Testing students' understanding

d) Using illustrations

16.4 SKILL OF STIMULUS VARIATION

Student learning largely depends upon ‘attending’ to the relevant source of information. Psychologists have found that for any learning to take place, the learner has to attend to information. Attention is an essential condition for effective learning.

What will you do as a teacher in order to sustain students' attention? You will deliberately use attention drawing behaviour in the class to draw and sustain students' attention towards what you want to convey. What, when and how much change in behaviour is required for sustaining and securing attention of your student is known as stimulus variation.

16.4.1 Meaning and Nature

The skill of stimulus variation involves deliberate change in attention drawing behaviour of the teacher in order to secure and sustain students' attention to what is being taught. The skill of stimulus variation implies attracting and focussing students' attention by changing stimuli in the environment. The variation in the stimuli generates interest among students in their learning and hence helps in their academic achievement.

Researchers have shown that attention tends to shift from one stimulus to another very quickly. It is relatively unusual for students to attend to something continuously. It is very difficult for one to attend to the same stimulus for more than a few minutes; in some cases a few seconds and even less. For example, you might have observed that in order to sustain the attention and interest of the viewers the film-makers (especially of feature films) change visuals or scenes very quickly. You may see change of clothes and locations within seconds. You, as a resourceful teacher, have to develop the skill in you to attract and hold the attention of your students throughout your teaching. You should deliberately change your attention-drawing behaviour in class.

There are a number of factors which influence what the students are likely to attend to. Some of the main factors among these are discussed below.

We want to remind you that the following list of factors is not complete. It is the teacher, if he is interested in teaching and his students, who can draw and hold students' attention through various activities and behaviours. Our point of emphasis here is that you can identify other factors and behaviours which have a bearing on the students' attention.
i) Intensity: A louder sound, a brighter light can capture any one's attention. However, continuity of loudness and brightness tend to have a quick decreasing effect in attracting attention.

ii) Contrast: Anything which is bigger than other things in the surrounding environment attracts attention. One's perceptual field makes a difference in attracting attention (e.g. when the ticking of clock stops it attracts the persons present there).

iii) Movement: A moving thing attracts our attention more in comparison to a fixed thing.

iv) Self activity: Attention is sustained if the students are asked or motivated to engage themselves in instructional activities.

v) Audio-visual aids: It has been proved through research studies in India and elsewhere that audio-visual aids have great potential to help students in their learning. For example, TV is a powerful medium to attract and hold students' attention. You should use a variety of audio-visual media to make your teaching more effective and meaningful.

vi) Teacher's personal behaviour: If the teacher is enthusiastic, stimulating, energetic, and expressive, (s)he gets more attention than when (s)he is dull and monotonous.

16.4.2 Component Skills of Behaviours

In the preceding sub-section we have discussed the meaning and nature of the skill of stimulus variation. We have also discussed various factors of this skill. In this sub-section, we shall discuss the behaviours associated with the skill of stimulus variation.

i) Teacher movement: You might have observed that the teachers' movement in the classroom draws the attention of the students. This behaviour of the teacher makes the student feel that his participation in instructional activities is being supervised by the teacher. Please remember that your movements in the classroom should always be meaningful and related to the teaching i.e., the movements should have a pedagogic function. You however should avoid the habit of aimless wandering in the classroom.

ii) Teacher gestures: Gestures are the movements of the parts of the body (head, hands, etc.). The body movements perform the following pedagogical functions:

- directing attention.
- emphasising the importance of shape, size, and movements of the object being taught.
- explaining emotions and feelings.
- Combining verbal exposition with gestures.

Gestures can be displayed by purposeful movements of the parts of the body. As a teacher you should consciously attempt to extend the range and frequency of your gestures. For example, if you are discussing the shape of an object, you can use your hands to show the shape of the object.

iii) Change in speech pattern: Change in tone, volume or speed of verbal communication is known as change in speech pattern. Take modulation of voice for example. Sudden variation in voice will attract the attention of the students. It should be noted that while teaching you should not speak in a monotonous tone. You should be able to change your speech pattern at proper points and situations, according to the need of the students (when you want to draw their attention) and the subject (when you want to emphasise a point).

iv) Focussing: Focussing can be used when you want to direct your students' attention to a particular point which they are required to observe. Focussing can be obtained through verbal communication or gesture or both.
a) Verbal focussing: When you want to emphasize some particular aspect during your teaching and direct your students' attention to it, you should use statements like - 'Listen carefully', 'Look at this chart', 'Watch this experiment', 'Now, This is really very important'. These statements help the teacher draw student's attention to key learning points.

b) Gestural focussing: With the use of gestures only i.e. the movements of head and hand(s), you can attract the attention of your students to a particular point. Even if you underline the point on the blackboard, the students will be attracted more towards it when appropriate gestures are used for this purpose.

c) Verbal and gestural focussing: When both verbal and gestures focussing devices are used to focus the attention of students, it has more impact on them. For example, when you ask your students: "Look at the diagram" and at the same time draw the diagram on the blackboard or overhead projector transparency, you will be able to help your students properly understand the concept. Thus a combination of both verbal and gestural focussing can make your teaching more effective.

v) Change in interaction style: Interaction takes place when two individuals communicate with each other in order to share an idea or feeling. Classroom interaction takes place in three ways:

a) Teacher-class interaction: When the teacher communicates with the whole or part of class (the students), it is known as teacher-class interaction.

b) Teacher-student interaction: When the teacher communicates with one particular student who is supposed to respond to the teacher it is known as teacher-student interaction.

c) Peer group interaction: When the students interact among themselves, it is known as peer group interaction. It takes place during discussion. Your role in peer group discussion will be to manage and facilitate the interaction among the students so that they get the maximum benefit out of the interaction/discussion.

vi) Pausing: Pausing is used when a teacher introduces silence during his talk. When you are talking and putting questions continuously without giving your students time to think and respond, the students become inattentive and at times non-cooperative. Hence in order to sustain their attention, we should give them some time to think and respond to the questions put to them. This deliberate use of silence is called 'pausing'. You can use pausing in different ways, e.g., by giving time to structure answer to your question; by giving time for simulation of ideas and concepts. You should however be careful while using pauses in your class.

The following tips can make pausing more effective:

- The pause should be introduced at appropriate time and point.
- It should be neither too short nor too long.
- The aim of the pause should be to attract the attention of the students.

vii) Change in sensory focus: When a teacher changes the sensory channel—from listening (verbal speech) to looking (visual display), from speaking to doing, from writing to demonstrating, etc.—it helps maintain the level of attention and motivation of the students. Such changes can be brought about through judicious combination of various means of communication. The following illustrations will help you understand the importance of multi-sensory teaching strategies.

a) Oral to visual: To make teaching effective and also to break monotony we can change the focus of attention from verbal (oral) stimulus to visual stimulus. While explaining a

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point if you show a chart or a model (switching from oral to visual) and after showing the chart you again start speaking (switching from visual to oral mode) it is known as oral to visual sensory focussing.

b) Oral to oral-visual: You can shift focus from the verbal (oral) stimulus to the audio-and the visual stimulus and vice-versa. For example, if a teacher has just introduced the topic and is explaining the meaning of the concept and then shows a chart or a model and using it explains the parts of the concept and asks the students to observe the chart/model (visual), he is using audio to audio-visual switching. As can be easily seen, this switching involves the use of more than one sense.

c) Visual to oral-visual: This involves the shifting of focus from visual stimulus to audio-visual stimulus and vice-versa. For example, you can demonstrate experiments and then you can explains the phenomenon with the help of a diagram. This is an example of change from the visual to the audio-visual.

viii) Student movement: You can change the focus of attention of the students by involving them in physically doing something. You can involve them in experiments, handling apparatus, or dramatization. By doing so, we can sustain their interest in the teaching-learning process.

By now you have studied the meaning, nature and importance of stimulus variation. This should help you in practice teaching and gaining competence in the use of stimulus variation. In the next section we shall discuss the skill of reinforcement.

Check Your Progress 4
Notes: a) Write your answers in the space given against each statement.

b) Compare your answers with those given at the end of the unit.

Write the component of stimulus variation against the statements given below.

a) Teacher moves to the blackboard and then towards the students. ....................................
b) Teacher points to the chart and while asking question uses facial expression of questioning. ................................
c) While reading a poem the teacher modulates his voice. ..............................................
d) While demonstrating an experiment, the teacher asks the students to observe and arrive at a conclusion and again asks them to observe. ..............................................
e) A teacher looks disturbed and stops speaking. .........................................................
f) The teacher asks a student to come forward and point out the correct spot on the chart/map. ..........................................................

16.5 SKILL OF REINFORCEMENT

Reinforcement is a major condition of learning. Every teacher should acquire the skill of using reinforcement to facilitate learning in his/her students. The skill of reinforcement involves teachers encouraging students’ responses using verbal praise, accepting their responses or using non-verbal clues like smile, nods, etc. Because it is a major skill to be acquired by the teacher we have given an extended treatment to this skill. Let us first understand the concept of the skill of reinforcement.

16.5.1 Meaning and Nature

Reinforcers are events which help students in increasing their rate of correct responding. The skill of reinforcement implies providing positive reinforcers at an appropriate interval. Reinforced responses tend to be repeated in given situations; non-reinforced
responses tend to be discontinued. The point of emphasis here is that the skill of reinforcement is a tool in the hands of the teacher to make his teaching more productive.

Reinforcement is not only used to promote learning but also to secure attention of and to motivate the students for learning. As you know, every student needs social approval of his/her behaviour. When he answers or responds, he is eager to know whether his responses are correct. When he comes to know that the answer is correct and the teacher is happy, he feels encouraged and as a result he takes active part in teaching-learning activities. This behaviour of the student of responding correct is reinforced or one can say that the students' behaviour is reinforced. Reinforcement is thus response modification and is based on the principle of feedback. In other words, we can say that the teacher's reaction to students' response reinforces the student behaviour. It involves the use of more and more positive reinforcers by the teacher and less and less use of negative reinforcers so that student participation is maximised.

16.5.2 Component Skills of Behaviours

For effective use of the skill of reinforcement you should acquaint yourself with behavioural components of the skill. They are:

- Positive verbal reinforcement skill
- Positive non-verbal reinforcement skill
- Negative verbal reinforcement skill
- Negative non-verbal reinforcement skill
- Extra verbal (cues) reinforcement skill
- Repeating and rephrasing students' responses.

Let us study each of these component skills a little in detail.

i) Positive verbal reinforcement skill: You can motivate the student through various verbal expression (i.e. using words) by saying e.g., Good, Very good, Right, Correct, Fine, Well done, Excellent, etc., after he/she has responded. You can also provide reinforcement in the middle of the response, saying Carry on, Go-ahead. These expressions are also reinforcers. When you make a personal evaluative or supportive comment, when you use a student's idea for elaborating, explaining or summarising the concept taught, you provide reinforcement to him/her.

ii) Positive non-verbal reinforcement skill: When a teacher uses gestures, or some other behaviour to reinforce student's learning, he applies or uses the skill of reinforcement. You can display any one of the positive non-verbal behaviours in forms, such as nodding of head, smiling, moving towards the student responding the question, giving a friendly look at him, keeping an eye on the responding student, writing the students' answer on the blackboard, etc. It has been noticed that positive non-verbal reinforcement is more effective in bringing about desired behavioural change in students.

iii) Negative verbal reinforcement skill: A positive reinforcer is a positive reward while a negative reinforcer is a negative reward - a stimulus which gives the student relief from unpleasant state of affairs. Both reinforcers, if used judiciously, strengthen responses. Therefore you should try to avoid giving negative type of reinforcement. Words like Wrong, Incorrect, Not true, No, etc., should be avoided. Negative reinforcers are generally used to avoid incorrect or inappropriate answers by giving right answers.

iv) Negative non-verbal reinforcement skill: You might have noted during your student life that some of your teachers displayed negative behaviour such as frowning, giving students discouraging looks, moving away from the responding student, etc. You may not approve such behaviour. You should therefore be conscious while using unpleasant expressions and gestures with your students because such behaviour may disrupt rapport between you and your students.
v) Extra verbal cues reinforcement skill: Without uttering any word or phrase, you can utter wah, humm, aha, etc., to encourage a student to continue his/her response. However you should not develop this behaviour as a habit.

vi) Repeating and rephrasing students' response: If the teacher repeats the response of a student, it helps the class understand the concept being taught. This behaviour of the teacher will have a reinforcing effect on the students. However, you should repeat the significant and crucial responses only. Unnecessary repetitions would make your teaching boring. In addition to these, remember following points with regard to the skill of reinforcement:

- Encouraging all the student in class is a healthy practice. If you reinforce only those students who respond to the question asked, other students in the class may feel neglected. Therefore try to involve all the students and ensure their participation in teaching-learning activities.
- Use a wide range of reinforcing strategies; merely saying 'Okay', 'Good', etc., regardless of the fact whether the answer is appropriate or not decreases the effectiveness of reinforcers. Reinforcers should create interest in students and encourage them to give better responses.
- Over use of reinforcement makes the instructional situation artificial and as a result reinforcement becomes ineffective.

Check Your Progress 5

Notes: Compare your answers with those given at the end of the unit. Write down in the given space the behavioural component of the skill of reinforcement against the following examples.

a) On receiving a correct answer from a student, the teacher says “Very good, Carry-on, Yes”, and smiles, ......................

b) On a correct response the teacher gives the facial expression of questioning..........................

c) While reading a poem the modulation of teacher's voice.....................

d) Demonstrating an experiment the teacher asks the students to observe and to arrive at a conclusion and observe whether their conclusion is correct ................................

e) Looking disturbed, a class teacher stops speaking.........................

f) Asking a student to find out the correct spot on the chart .................

16.6 LET US SUM UP

You have studied that effective explaining brings about better understanding of a concept, a principle or a phenomenon. It elaborates the cause and effect relationship in a concept. Various logical steps are involved in using the skill of explaining. You have learned about how to make explaining effective by following desirable behaviours and avoiding undesirable behaviours.

In addition to the skill of explaining the effective teacher also uses, the skill of stimulus variation. You have studied various components of stimulus variation which you can use in your classroom. We have discussed that the teacher who uses the skill of reinforcement can motivate his/her students to learn and strengthen their desirable behaviour.
16.7 UNIT-END EXERCISES

1. Prepare a paragraph on the point of your choice using explaining links.
2. Observe a class teaching and list the reinforcements a teacher has given in class.
3. Make a list of desirable behaviour of stimulus variation at the time of your own class teaching.

16.8 ANSWERS TO CHECK YOUR PROGRESS

1. i) D
   ii) D
2. i) Links as — therefore, hence, because of, etc.
   a) because of
   b) when, ................. then, therefore.
   ii) There is no fixed answer of this question. Your answer may be something like this. The crow was thirsty. It found a little water in a pot. It could not drink it. ‘Therefore’ it dropped some small stones into it. The water came up.
3. i) d)
   ii) a)
   iii) b)
4. a) Teacher movement
   b) Teacher gestures
   c) Change in speech pattern
   d) Change in sensory/focus or focussing
   e) Pausing
   f) Student movement
5. ii) a) Positive verbal reinforcement
   b) Positive non-verbal reinforcement
   c) Negative verbal reinforcement
   d) Negative non-verbal reinforcement
   e) Repeating and rephrasing
   f) Writing students answer on the blackboard

16.9 SUGGESTED READINGS


Das, R.C., Passi, B.K. & Singh L.C. — “Effectiveness of Micro-teaching in Training of Teachers”.


Passi, B.K. (Editor)1976 - Becoming better Teacher Micro-teaching Approach - Sahitya Mudranalaya.


