1.0 INTRODUCTION

In today’s classroom, the biggest concern is the learners’ attention span. The quick-fix mentality and technology have a very pervasive effect on the tender minds of learners. Today communication skills need more attention than ever because the role of the teacher has been shifted from that of the distributor of information to a dealer in experiences. His basic task is now not just to inform but to transform. The time when the fear of replacement by the technology is rampant, the teacher needs to prove himself as the performer thereby transformer. To accomplish this task, teacher needs to polish his skills—especially communication skills (both verbal and nonverbal). Enhancing the communication intelligence coupled with emotional intelligence is the dire need of today’s classroom. Development of communication skills is not on a one-stop process; it is a continual process which requires consistent practice and prolonged labour.

1.1 COMMUNICATION: THE PROCESS OF USING MESSAGE TO GENERATE MEANING

Communication comes from the Latin world ‘communicare’ which means ‘to make common’ or ‘to share’. The root definition is of communication: communication means the process of using message to generate meaning. Here understanding emerges from shared meaning. Understanding the meaning of another person’s message does not occur unless the two communicators can elicit common meaning for words, phrases and nonverbal cues.

1.2 IMPORTANCE OF COMMUNICATION IN HUMAN LIFE

There is a fundamentally powerful and universal desire amongst humans to interact with others. There is a long history of research establishing the importance that individuals place on connectedness . . . individuals’ needs for initiating, developing and maintaining social ties, especially close ones, is reflected in a litany of studies and a host of theories (Afifi and Guerrero, 2000). The mere presence of another has been shown to be arousing and motivating and this in turn influences our behaviour—a process termed compresence (Burgoon et al., 1996). We behave differently in the company of another person than when alone. When we meet others we are ‘onstage’ and so give a performance that differs from how we behave ‘offstage’.
We also enjoy interacting, and the act of engaging in facilitative interpersonal communication, has been shown to contribute to positive changes in emotional state (Gable and Shean, 2000). While our dealings with others can sometimes be problematic or even contentious, we also seek, relish and obtain great reward from social interaction. Conversely, if we are unable to engage meaningfully with others, or are ostracized by them, the result is often loneliness, unhappiness and depression (Williams and Zadio, 2001). The seemingly innate need for relationships with others has been termed *sociation* (Wolff, 1950). Across time and settings, people everywhere have subscribed to the view that close, meaningful ties to others is an essential feature of what it means to be fully human (Ryff and Singer, 2000).

### 1.3 BENEFITS OF STUDYING COMMUNICATION

1. Studying communication improves the way we see ourselves.
2. Studying communication can improve the way others see you.
3. Studying communication can increase what we know about human relationship.
4. Studying communication can teach us important life skills.
5. Studying communication can help us to exercise our constitutionally guaranteed freedom of speech.
6. Studying communication can help us to succeed professionally.
7. Studying communication can help you navigate an increasingly diverse world.

### 1.4 UNDERSTANDING CLASSROOM COMMUNICATION

Communication in the classroom differs from the various formal and non-formal communication settings. It is more ritualistic in nature. Though it is one of most important elements of learning, it is often taken for granted. Teachers assumes that their communication in the classroom is always clear and fosters learning. Tsui (1995) defined the classroom as a “place where more than two people gather together for the purpose of learning with one have the role of teacher.” Classroom communication includes the face-to-face interactions and the communications necessary between the participants involved in the classroom to ensure that learning takes place. Here the main purpose of classroom communication is to instruct and inform. Apart from this, classroom communication is highly regulated patterns of communication between teachers and students, both of whom have a different status.
1.5 CLASSROOM COMMUNICATION ELEMENTS

The difference between teaching and learning in classroom is communication. Classroom communication consists of the verbal and nonverbal transaction between teachers and students and between/among students. In order to communicate, several elements are necessary.

- Frame of Reference
- Messages
- Code
- Channels
- Encoding and Decoding
- Interference
- Feedback
- Context

1.6 PRESENT STATUS OF COMMUNICATION IN PRE-SERVICE TEACHER CURRICULUM

To understand the present status of classroom communication in teacher-education institutions in Gujarat and their syllabuses of the B.Ed. course, the investigator referred to several syllabuses of universities of Gujarat. Some of them were Veer Narmad South Gujarat University, Surat; The Maharaja Sayajirao University of Baroda, Vadodara, Sardar Patel University, Anand. After analysing the syllabus of all these universities, the research came to the following conclusions:

Most of the universities have concluded communication skills as one of the units in their syllabus. But this component is general communication skills not specific communication for teachers in the classroom. Even if it was general communication, there is only one unit – mostly theory and least practical- which only give information to pre-service teachers, but not providing the application elements.

In many universities, the term ‘communication skills’ understood as English Language proficiency and they focused more on developing their oral English communication. This definitely serves the purpose of strengthening communication but not provide specialized knowledge of classroom communication.
In most of the universities, nonverbal communication was woven with communication skills as a single chapter of unit – again more of theory and least of practicability. The nonverbal communication skills were neglected in most of the syllabus frameworks of universities of Gujarat.

1.7 RATIONALE OF THE STUDY

Human communication is ubiquitous. It exists everywhere and has profound impact on what unfolds in a communication setting. All that happens in the classroom is created and sustained through communication processes. Lesson plans, teaching methods, discipline strategies, explanations, and critiques of student work occur through the communication exchanges between teachers and learners. Communication is dynamic and complex, but it can be learned and understood if we carefully examine it in “chunks” and apply what we learn to real-world circumstances.

In almost all the curriculum frameworks and policy documents, the goals have been to achieve human potential to its maximum level. Here, in all these documents, the role of communication is not overtly highlighted but it is a common sense that to pass any milestones of those educational policy documents, communication plays a role of vehicle. The role of communication in any educational settings is not only essential but also inevitable. Therefore, formal training is not only essential but also inevitable.

The role of the teacher has been changing since ages and it will change for ages to come. The teacher is now not only a distributor of information but also a dealer of experiences. There is a shift from giving instructions to creating conducive climate for learning. He is responsible for the climate created in the classroom. Just as a pleasing personality gives a pleasant experience, an odd or average personality provides fickle experience. Therefore the teacher’s personality and thereby his/her communicative competence play a pivotal role in governing classroom situations. In 21st century, teacher plays not only the role of informer but also the role of performer and thereby the role of transformer. But the questions is: How can a performer (teacher) bring transformation without having performing skills (communication skills)? Therefore, there is a dire need for intense training on classroom communication skill in pre-service teachers training colleges.
Being a teacher educator himself, the investigator hoped that present study would bring some meaningful professional satisfaction with some humble contribution in the field of teacher education- especially in the field of instructional communication.

1.8 STATEMENT OF THE PROBLEM

EFFECTIVENESS OF A CLASSROOM COMMUNICATION PROGRAMME FOR PRE-SERVICE TEACHERS

1.9 OBJECTIVES OF THE STUDY

The followings were the objectives of the investigation:

1. To develop a programme to enhance classroom communication skills of pre-service teachers
2. To implement the programme to enhance classroom communication skills of pre-service teachers
3. To study the effectiveness of the classroom communication programme for pre-service teachers

2.0 OPERATIONAL DEFINITIONS OF CERTAIN KEY TERMS

Meanings of the terms referred to in this research are defined as under:

2.0.1 CLASSROOM COMMUNICATION

Classroom communication is the process by which both the teacher and students stimulate meaning in the minds of one another through verbal and/or nonverbal messages.

2.0.2 PROGRAMME

A programme is a set of 35 training sessions dealing with different aspects of classroom communication that influences the learning process.

2.0.3 PRE-SERVICE TEACHERS

Pre-service teachers are the B.Ed. trainees.
2.1 HYPOTHESIS

There will be no significant difference in the classroom communication skills of the pre-service teachers in the control group and experimental group before and after the treatment.

2.2 DELIMITATION OF THE STUDY

This classroom communication skills development programme for pre-service teachers was delimited to the pre-service teachers of the M. S. University of Baroda, Vadodara, Gujarat and Waymade College of Education, Anand, Gujarat during the year 2014-2015.

2.3 DESIGN OF THE STUDY

The present study was experimental in nature. Quasi-experimental design was employed. According to Best and Kahn (2000), “… this design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar.” Due to the nature of the present study, the investigator employed a pre-test and a post-test to deal with the groups concerned. In this design, the experimental group and the control group were formed and were administered a pre-test for classroom communication skills. The experimental group received the special intervention programme. Both the groups were post-tested. For the present study, the experimental group and the control group consisted of the intact groups of Methods of Teaching of English, each.

**Design:**

<table>
<thead>
<tr>
<th></th>
<th>O1</th>
<th>X</th>
<th>O2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>O3</td>
<td>C</td>
<td>O4</td>
</tr>
</tbody>
</table>

Where,

- O1 and O3 are pre-tests
- O2 and O4 are post-test
- X stands for Experimental Group
- C stands for Control Group

To serve the purpose of the study, the pre- and post-test were conducted on both the control and the experimental groups. While analysing the data quantitatively, the difference in the
achievements between the pre-test and post-test were taken as the effectiveness of the classroom communication skills programme for the pre-service teachers.

Portfolios of students were created to collect descriptive data. Students’ feedback also was prepared for the purpose.

In the present study, the intervention programme (i.e., programme for development of classroom communication skills for pre-service teachers) was carried out for three months (November, 2014 to February, 2015).

For ensuring the validity of the design, the investigator engaged in the following measures.

1. The investigator ensured that there was no occurrence of any other event except the intervention programme given to the experimental group. The Heads of the Institutes – both the experimental and the control groups- were requested to cooperate in this regard.
2. The intervention programme was carried out for three months continuously.
3. There was no gap between the pre-test and intervention and the intervention and post-test to control historical effects.
4. There was a time gap of three months between the pre-test and post-test, therefore the pre-test had no impact on the subjects while responding the post-tests.
5. The research programme was administered during the second half of the academic year. Hence there were no dropouts from the groups during the investigation.
6. The experimental group and the control group hardly had any chance to come in contact with each other because both the groups were selected from two different Teacher Education Institutions located in two different cities – approximate distance 55 km from teacher.

2.4 POPULATION OF THE STUDY

The population of the present study comprises all the English medium pre-service teachers of all the Teacher Education Institutes located in state of Gujarat, India.

2.5 SAMPLE OF THE STUDY

For feasibility purpose, two groups of the pre-service teachers were selected.
Samples were conveniently chosen keeping in view availability of student-teachers opting for English as one of the two methods at the B.Ed. programme.

While selecting the sample, the following elements were taken into consideration.

1. Both the groups should not belong to the Teacher Education Institutes of the same city.
2. Both the group should be derived from the English Medium Teacher Education Institutes only.
3. The sampled pre-service teachers should have at least Bachelor’s Degree with English as the Major subject/ Bachelor Degree with English as the Compulsory subject.
4. The sampled groups should have opted for Teaching of English as their either first or second method.

Considering the above-mentioned sampling criteria, the investigator selected the following two groups for the present study.

- The intact number of pre-service teachers with Teaching of English as their first/second Method in B.Ed. course of Waymade College of Education, Vidyanagar, Anand, Gujarat for the academic year 2014-15 as the control group.
- The intact number of pre-service teachers with Teaching of English as their first/second Method in B.Ed. course of Dept. of Education, the M.S. University of Baroda, Vadodara, Gujarat for the academic year 2014-15 as the experimental group.

Both the experimental and the control groups were located in different districts namely Vadodara and Anand. The approximate distance between these two selected Teacher Education Institutes is 45 kms.

Since the selected Teacher Education Institutes were of English Medium, the intervention programme was conducted in the English language only. Throughout the intervention, the Heads and Faculty members showed willingness to make necessary arrangements and provided full support.

2.6 TOOLS AND TECHNIQUES USED FOR THE PRESENT STUDY

The following tools were employed to collect the necessary quantitative and qualitative data.

1. Tools used to collect general information about the participants
2. Tools used to collect quantitative data
   a. Both the Pre-tests and Post-tests of the control and the experimental group
   b. Reaction Scale for the feedback of the programme
3. Tools used to collect qualitative data
   a. Classroom Observation
   b. Anecdotal Records
   c. Feedback from the Participants
   d. Individual Portfolios of Participants

2.7 PROCEDURE ADOPTED FOR THE STUDY

The present study was divided into the following phases.

I. Pre-intervention Phase
II. Intervention Phase
III. Post-intervention Phase

The description of the processes carried out in each phases are given below:

Phase I: Pre-intervention Phase

At initial phase of the study, the investigator was carried out the following:

a. Rapport development with the pre-service teachers and knowledge of the backgrounds of the pre-service teachers under experimental group with Information Schedules and informal communication.

b. Conducted the pre-test on classroom communication skills for both the control and the experimental groups.

c. Brief discussions before and after administering the pre-test to obtain clear information.

Phase II: Intervention Phase

In this phase, the investigator implemented the programme to develop the classroom communication skills for the pre-service teachers of the experimental group. The nature of the
responses made by the experimental group, during the pre-test was also kept in mind while administrating the programme.

Instructional inputs contained the following elements:

a. Lecture/Short talk (theory input) with power point presentations by the investigator.

b. Group discussions among the participants.

c. Focused Group Discussions.

d. Activities for performing

e. Presentations

f. Reflections

Form the initial level, the investigator started developing rapport with the pre-service teachers for the whole first semester (June 2014 to December 2014). For the smooth functioning of the programme, the investigator observed the classroom teaching, joined the students in co-curricular activities and engaged with the students in informal group as well as individual talks. During the implementation phase, the experimental group was provided the series of learning experiences on classroom communication skills. No treatment was provided to the control group. Each activity demanded not less than 30 minutes. During the programme, group sharing, feedback sessions, presentations and discussions were also conducted. At the end of each activity, practical utility of the activity in the real classroom was also explained. There were totally 35 sessions of 45 minutes (to 1 hour) duration carried about during three-month period (November, 2014 to February, 2015).

Phase III: Post-intervention Phase

After completion of the all the activities of the intervention programme, post-test (same test which was used as pre-test) was conducted for both the control group and experimental group. Focused Group Discussion was also organized with the experimental group. At the end of the programme, reaction scale for feedback was also filled by the experimental group about the programme on classroom communication skills for pre-service teachers.

2.8 DATA ANALYSIS AND STATISTICAL TECHNIQUES EMPLOYED IN THE PRESENT STUDY
By employing quasi-experimental design, the data acquired from the pre-tests and post-tests of both the control and the experimental groups were analysed quantitatively. Apart from quantitative aspects, this study also generated qualitative data in the form of causal observation, anecdotal records, etc. All the observational data collected during the implementation of the classroom communication development programme was analysed qualitatively using individual portfolio maintenance as a research technique. This technique was employed to find the effectiveness of the intervention programme in terms of classroom communication skills and to check whether it was in line with the result of quantitative analysis of the obtained data of pre-tests and post-tests. Indirectly, use of these individual portfolios worked as the corroborative evidences for the findings from the quantitative data.

2.9 CLASSROOM COMMUNICATION DEVELOPMENT PROGRAMME FOR PRE-SERVICE TEACHERS

The present study is a development programme, focusing on classroom communication skills development of the pre-service teachers. This programme was carried out for a period of three months over the experimental group. The detailed description of the developed material is given in this chapter.

In all, thirty activities were designed to improve the classroom communication skills for pre-service teachers. Each activity comprises of the following components: 1) Description to carry out the activity correctly and 2) Objectives of the activity. While designing activities, the following factors were kept into consideration:

1. Understanding of basic communication process with its components
2. Clarification of misconceptions regarding communication
3. Understanding of the principals of communication (verbal)
4. Communication roadblocks
5. Handling of confrontation
6. Understanding the classroom environment
7. Barriers of communication
8. Communication competence of teachers
9. Effective feedback mechanism
10. Rapport building
11. Importance of nonverbal communication and channels
12. Clarification devices
13. Communication style awareness
14. Questioning at various levels and its inventory
15. Positive and negative language sensitization
16. Behaviour Alteration Techniques for Classroom
17. Teacher misbehaviour sensitization
18. Selectivity and communication battle for teachers
19. Understanding of teacher image
20. Readymade solutions for classroom
21. Grooming factors for teachers
22. Process of Personal Transformation

3.0 QUANTITATIVE ANALYSIS AND INTERPRETATIONS OF THE DATA OBTAINED USING RESULTS OF PRE-TESTS AND POST-TESTS

For assessing, whether there was any development in classroom communication for the pre-service teachers, a null hypothesis was formulated. To test this hypothesis, both pre-test and post-test for the control group and the experimental group were administered using 50 marks tests to assess the overall development in classroom communication. As, the investigator employed quasi-experimental design, there was no harm in using the same test as pre-test and post-test. Statistical measures used were Mean, Standard Deviation, Standard Error, and Mann-Whitney U. The statistical analysis done both manually and on SPSS package on the collected data and the interpretation of the data are given below:

3.1 COMPARISON OF THE EXPERIMENTAL GROUP AND CONTROL GROUP IN THE PRE-TEST AND POST-TEST
Table 5.1 shows the comparison of the experimental and the control group in pre-test and post-test for classroom communication for the pre-service teachers.

Mean, Sum, Standard Deviation and Standard Error of Pre-test and Post-test of the Control and the Experimental group

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>Number (N)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Sum</td>
<td>143</td>
<td>195</td>
</tr>
<tr>
<td>Mean</td>
<td>9.53</td>
<td>13</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>3.7391</td>
<td>2.6992</td>
</tr>
<tr>
<td>Standard Error</td>
<td>0.9654</td>
<td>0.6932</td>
</tr>
</tbody>
</table>

Data Interpretation Based on Table

The comparison in the Table 5.1 was explicit and showing the significant comparative change between the Control and the Experimental Groups.

The post-tests of both the control and the experimental groups indicated significance difference. The post-test Mean of the Control group was 13 whereas the post-test Mean of the Experimental group was 32.93. The difference was more than double thus the difference was noteworthy in nature.

The comparison between the pre-test and post-test of the experimental group was also significant. The Mean of the pre-test of the experimental group was 14.56 whereas the Mean of the post-test of the same group was 32.93. The difference was more than double thus the difference was significant in nature.

Thus, with simple statistical measures, it was explicit that the null hypothesis- “There will be no significant difference in the classroom communication skills of the pre-service teachers between the control group and experimental group before and after the treatment.”-was rejected. Thus, it
was obvious that there was significant difference in the classroom communication skills of the pre-service teachers between the control and the experimental group before and after the treatment.

**Mann-Whitney U Test and its Interpretation**

Since the investigator had employed purposive sampling, Mann-Whitney U test was administered. The results and interpretation of both the control and experimental group are as under:

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>Sum of Ranks</th>
<th>U-value</th>
<th>Z-score</th>
<th>Probability (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Control Group</td>
<td>15</td>
<td>147.5</td>
<td>27.5</td>
<td>3.6366</td>
<td>0.00028</td>
</tr>
<tr>
<td>Pre-test Experimental Group</td>
<td>16</td>
<td>348.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test Control Group</td>
<td>15</td>
<td>120</td>
<td>0</td>
<td>4.7237</td>
<td>0</td>
</tr>
<tr>
<td>Post-test Experimental Group</td>
<td>16</td>
<td>376</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the purpose of Mann-Whitney U test calculation, the following hypothesis was formulated:

**Ho:** *There is no significant difference in the scores of Pre-test of Control Group and Pre-test of Experimental Group*

To test above-mentioned hypothesis Mann-Whitney U Test was used. Calculated value of Z test is 3.6366 and its associated significance level is 0.00028 which is less compared to 0.01. Hence at 99% confidence level null hypothesis is rejected. This indicates there is a significant difference of 3.47 (13-9.53) in Pre-test of Control Group and Pre-test of Experimental Group.

**Ho:** There is no significant difference in Post-test of Control Group and Post-test of Experimental Group
To test above-mentioned hypothesis Mann-Whitney U Test was used. Calculated value of Z test is 4.7237 and its associated significance level is 0.000 which is less compared to 0.01. Hence at 99% confidence level null hypothesis is rejected. This indicates there is a significant difference of 19.93 (32.9-13) in Post-test of Control Group and Post-test of Experimental Group.

The difference between the Post-test of Control Group and Post-test of Experimental Group was higher compared to Pre-test of Control Group and Pre-test of Experimental Group.

Thus, the central null hypothesis- “There will be no significant difference in the classroom communication skills of the pre-service teachers between the control group and experimental group before and after the treatment.” – is rejected at 99% confidence level.

3.2 QUALITATIVE ANALYSIS AND INTERPRETATION OF THE DATA OBTAINED

For qualitative analysis, individual detailed field notes and portfolio for each participant in the experimental group were recorded. In this session, first there was presentation of each participant’s portfolio and then content analysis of the detailed field notes taken by the investigator.

3.2.1 INDIVIDUAL PORTFOLIO OF EACH PARTICIPANT OF THE EXPERIMENTAL GROUP

As the sample size was small (16), it was less complex to manage portfolio for each participant. The criteria under which the participants were observed as under:

1. Analysis of Pre-test and Post-test Results  
2. The Participants’ Motivation and expectations about the programme  
3. The Behaviour of the Participants throughout the programme  
4. Attitude of Participants throughout Programme  
5. The Classroom Interaction of the Participants  
6. Particular Incidents with the Participants  
7. Difficulties faced by the Participants  
8. The Activities the Participants Enjoyed the Most  
9. The Investigator’s Observations

3.2.2 OVERALL ANALYSIS OF THE PORTFOLIOS OF THE PRE-SERVICE TEACHERS
Analysis of the portfolios of the pre-service teachers through casual Observation and anecdotal Records were maintained throughout the programme. The analysis of these, revealed the following facts:

Though pre-service teachers have learnt a bit about communication skills for teacher in their B.Ed. curriculum, they found classroom communication skills a relatively new topic. They were curious to learn and solve technical issues related to classroom communication. Before starting and in between the programme, rapport was built with the pre-service teachers. It took great deal of persistence to make them understand the value of the classroom communication skills and difference between classroom communication and general communication as earlier they misconceived both as the same. Once the rapport was built and importance realized, the participants co-operated well and actively engaged in the programme. They were found mostly happy and excited. Due to heavy schedule of B.Ed. some of them, were reluctant sometimes regarding timings. So the flexibility of timings were employed as when needed. The participant enjoyed the following activities the most:

- The Power of Nonverbal Communication
- The Rapport Building Exercise
- Teacher Image Improvement
- Grooming Factors for Teachers
- Communication Process and Elements
- Personal Transformation Process

The participants found the following activities were much technical in nature:

- Power in the Classroom
- Clarification Devices
- When Confrontation Happens
- Selectivity Battle
- Communication Roadblocks

The qualitative aspects also supported the quantitative factors. Thus it was obvious that there was improvement in pre-school teachers due to the programme.

**3.3 REACTION SCALE FOR FEEDBACK OF THE PROGRAMME**
In order to find out the views on the intervention programme objectively and conclusively from the participants of the experimental group, reaction scale was developed and validated by the investigator. There were 20 statements on classroom communication skills which were rated by the pre-service teachers in terms of four responses, i.e., to large extent, to an extent, to a less extent and not all. They were requested to rate the classroom communication development programme according to the understanding, effectiveness and utility for the teaching-learning processes.

### 3.3.1 STATEMENT-WISE INTERPRETATION OF ANALYSIS

#### Intensity Index

**Statement 1:** *I have understanding of the basic concepts of communication skills and its process.*

From the total 16 (100%) the 68.75 % students were strongly agree and 31.25% were agree with this statement. The intensity index for this statement 4. 68. It means the pre-service teachers agreed that they had understanding of the basic concepts of communication skills and its process.

**Statement 2:** *I am unclear about the misconceptions regarding communication.*

From the total 16 (100%) the 6.25 % students were undecided, 37.5 % disagree and 56.25% were strongly disagree with this statement. The intensity index for this statement 1.5. It means the pre-services teachers disagreed that they were unclear about the misconceptions regarding communication.

**Statement 3:** *I can understand the principles of verbal communication principles and see how they interact practically in the classroom.*

From the total 16 (100%) the 50 % students were strongly agree and 50% were agree with this statement. The intensity index for this statement 4. 5. It means the pre-service teachers agreed that he could understand the principles of verbal communication and see how they interacted practically in the classroom.
Statement 4: I have understanding of communication roadblocks and how they interfere in learning process. From the total 16 (100%) the 37.5% students were strongly agree, 50% agree, 6.25% undecided and 6.25% were disagree with this statement. The intensity index for this statement 4.18. It means the pre-service teachers agreed that they had understanding of communication roadblocks and how they interfered in learning process.

Statement 5: I feel confident about communication competence. From the total 16 (100%) the 50% students were strongly agree and 50% were agree with this statement. The intensity index for this statement 4.5. It means the pre-service teachers agreed that they felt themselves confident about communication competence.

Statement 6: I don’t understand classroom environment and how to affect it. From the total 16 (100%) the 12.5% students were undecided, 31.25% disagree and 56.25% were strongly disagree with this statement. The intensity index for this statement 1.56. It means the pre-services teachers disagreed that they didn’t understand classroom environment and how to affect it.

Statement 7: I have considerable mastery over barriers of communication in the classroom. From the total 16 (100%) the 56.25% students were strongly agree and 43.75% were agree with this statement. The intensity index for this statement 4.56. It means the pre-service teachers agreed that they had considerable mastery over barriers of communication in the classroom.

Statement 8: I am unable to provide effective feedback according to situations. From the total 16 (100%) the 43.75% students were disagree and 56.25% were strongly disagree with this statement. The intensity index for this statement 1.43. It means the pre-services teachers disagreed that they were unable to provide effective feedback according to situations.

Statement 9: I have good rapport building strategies for students. From the total 16 (100%) the 68.75% students were strongly agree and 31.25% were agree with this statement. The intensity index for this statement 4.68. It means the pre-service teachers agreed that they had good rapport building strategies for students.

Statement 10: I understand importance of nonverbal communication and its channels. From the total 16 (100%) the 50% students were strongly agree and 50% were agree with this statement.
The intensity index for this statement 4.5. It means the pre-service teachers agreed that they understood importance of nonverbal communication and its channels.

**Statement 11:** *I am competent in using clarification devices.* From the total 16 (100%) the 43.75% students were strongly agree, 50% were agree and 6.25% were undecided with this statement. The intensity index for this statement 4.37. It means the pre-service teachers agreed that they were competent in using clarification devices.

**Statement 12:** *I am unaware about the communication styles.* From the total 16 (100%) the 18.75% students were disagree and 81.25% were strongly disagree with this statement. The intensity index for this statement 1.18. It means the pre-services teachers disagreed that they were unaware about the communication styles.

**Statement 13:** *I am sensitive about the effect of positive and negative language use.* From the total 16 (100%) the 62.5% students were strongly agree and 37.5% were agree with this statement. The intensity index for this statement 4.62. It means the pre-service teachers agreed that they were sensitive about the effect of positive and negative language use.

**Statement 14:** *I am competent to express myself nonverbally.* From the total 16 (100%) the 37.5% students were strongly agree and 62.5% were agree with this statement. The intensity index for this statement 4.37. It means the pre-service teachers agreed that they were competent to express themselves nonverbally.

**Statement 15:** *I am unable to question students at different cognitive levels.* From the total 16 (100%) the 37.5% students were disagree and 62.5% were strongly disagree with this statement. The intensity index for this statement 1.37. It means the pre-services teachers disagreed that they were unable to question students at different cognitive levels.

**Statement 16:** *I understand the types of questions with their functions.* From the total 16 (100%) the 50% students were strongly agree, 37.5% were agree and 12.5% were undecided with this statement. The intensity index for this statement 4.37. It means the pre-service teachers agreed that they understood the types of questions with their functions.

**Statement 17:** *I am competent at using Behaviour Alteration Techniques (BATs).* From the total 16 (100%) the 31.25% students were strongly agree, 37.5% were agree and 31.25% were
undecided with this statement. The intensity index for this statement 4. It means the pre-service teachers agreed that they were competent at using Behaviour Alteration Techniques (BATs).

**Statement 18: I am sensitive about the misbehaviours of teacher.** From the total 16 (100%) the 43.75 % students were strongly agree and 56.25 % were agree with this statement. The intensity index for this statement 4.43. It means the pre-service teachers agreed that they were sensitive about the misbehaviours of teacher.

**Statement 19: I am competent to win the selectivity battle in the classroom.** From the total 16 (100%) the 37.5 % students were strongly agree and 62.5 % were agree with this statement. The intensity index for this statement 4.37. It means the pre-service teachers agreed that they were competent to win the selectivity battle in the classroom.

**Statement 20: I am equipped with strategies for improving teacher image.** From the total 16 (100%) the 56.25 % students were strongly agree and 43.75 % were agree with this statement. The intensity index for this statement 4.56. It means the pre-service teachers agreed that they were equipped with strategies for improving teacher image.

Thus, each statement provides positive feedback about the classroom communication development for the pre-service teachers. Thus, it is obvious the programme had positive impact on classroom communication skills of the pre-service teachers.

### 3.3.2 OVERALL INTERPRETATION OF ANALYSIS OF REACTION SCALE

The average score of the reaction scale intensity index was 3.68. Thus it is evident that there was significant development in the target group due to the programme on classroom communication development.

The analyses and interpretations of the data obtained in the present study using different tools and techniques pointed out that classroom communication skills of the pre-service teachers was developed by the offered programme. Communicatively intelligent teachers are assets to the institutes and society. The sheer skill of classroom communication is not only anticipated but also inevitable for the development of learning climate.
3.4 MAJOR FINDINGS OF THE INVESTIGATION

The development of the classroom communication development programme for the pre-service teachers was the first objective of the study. For which, different types of activities were designed in terms of classroom communication. Here the pre-service teachers got the opportunities to develop communication and learn different strategies to be effective in the classroom. The major findings of the investigation are as under:

✓ The programme on classroom communication for pre-service teachers was found to be effective. The mean score of the post-test of experimental group was 32.96 which was higher than the post-test of control group (13).

✓ Calculated value of Z test is 4.7237 and its associated significance level is 0.000 which is less compared to 0.01. Hence at 99% confidence level null hypothesis is rejected. This indicates there is a significant difference of 18.37 (32.9-14.6) in Post-test of Control Group and Post-test of Experimental Group.

✓ Thus, the programme was found significant in developing classroom communication skills of pre-service teachers by comparing the results of the control group and experimental group.

Communication is the qualitative aspect and its success depends on the daily mutual feedback and dialogues between the participants and the investigator. The qualitative data obtained during the programme maintaining records of improvements, feedbacks and reactions of participants. The content analysis of this casual and specific observation were rigorously employed. Individual portfolio for each participant was maintained. The followings were the findings.

✓ All the pre-service teachers were engaged and enthusiastic about the programme. They gave highly favourable opinions about classroom communication development programme.

✓ Based on the analyses of Feedback Reaction Scale and rigorous portfolio maintenance, it was clearly revealed that a continuous transformational change took place among the participant as a result of classroom communication development programme. The pre-service teachers reported that they were able to apply the knowledge, understanding and skills they gained in the development programme in their teaching practices (practice teaching and annual test lessons) and in day-to-day communication as well.
Hence, the developed programmed on classroom communication for the pre-service teachers was found effective in terms of raising classroom communication of the pre-service teachers and their overall communication behaviours.

3.5 EDUCATIONAL IMPLICATIONS OF THE STUDY

Earlier the classrooms were teacher-centred and now so-called learner-centred with seemingly no significant difference. Earlier the discipline was the name of the game now terms like ‘climate-building’ and ‘facilitation’ are booming. So called techno-pedagogy has made a lot of fuss but little significant contribution in the field of improvement of teaching and learning. There is no doubt that technology has shifted the paradigm, yet the teacher is the sole monitor of classroom teaching.

The same way, strategies can rule the classroom management but the inevitable medium to execute these strategies was, is and will be communication only. The communication equipped teacher is an asset to the institution on the contrary, the communicatively challenged teacher is the liability to the institution, society and thereby national growth. Those who could not articulate their subjects in better manners are harmful to the subjects and thereby harmful to learning and learners both. Therefore, the development and training in the field of communication for teacher is must. The present study explores and sensitizes key elements of classroom communication. The teachers with higher communication intelligence will be in position to develop ideal learners with innate inquisitiveness.

3.6 IMPLICATIONS FOR TEACHER EDUCATION PROGRAMME

There is a wide-spread awareness about the role of communication in teaching-learning process as it is natural and the most essential element of the process but due to its explicit utility, it is taken for granted. It is believed that those who opt for this profession, have this communication intelligence as by default. Therefore, majority of the universities put either one chapter or one unit with scattered communication ingredients, in their curriculum framework. The rest of the activities in curriculum has been mistaken as indirect development of communication. Therefore, there is the need for intensive training in communication. The present classroom communication
development programme can be utilized for pre-service as well as in-service training sessions in all the teacher education institutions throughout the nation as well as the world around. The programme should be made mandatory for in-service teacher periodic training. The communicatively developed teachers can create communicatively developed learners.

3.7 CONCLUSION

Teachers in the classrooms, to a large extent, are performers. Performing any art requires discipline which is reflected through their communicative behaviours. The depth of understanding and care towards the students are visibly seen through their verbal and nonverbal communication. Besides this, animated and skilled style of teaching creates a conducive climate for teaching and learning. When intellectual individual with elite behaviour teaches, the effect is mesmerizing. The concept of role modelling starts with the behaviour - both verbal and nonverbal. The caring behaviour starts with consciousness towards the purpose of teaching.