CHAPTER- IV

THE INTERVENTION PROGRAMME

4.0 INTRODUCTION

The present study is a programme, focussing on classroom communication skills development of the pre-service teachers. The programme was carried out for three months with the experimental group. A 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 comprised the following components:

1) Objectives of the activity.
2) Description to carry out the activity correctly

4.1 FACTORS FOR CONSIDERATION

While designing the activities, the following factors were taken into consideration.

1. Understanding of basic communication process
2. Clarification of misconceptions regarding communication
3. Understanding the principals of communication (verbal)
4. Communication roadblocks
5. Handling confrontation
6. Understanding classroom environment
7. Barriers to 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 teacher image
20. Readymade solutions for classrooms
21. Grooming factors for teachers
22. Process of Personal Transformation

4.2 OBJECTIVES OF THE INVESTIGATION

The following 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

In the light of these objectives and aspects mentioned above of classroom communication, the investigator prepared the activities. These activities were designed with practical and authentic use rather than theoretical discussion.

The development programme was implemented on the pre-service teachers at the Dept. of Education, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara, which was the experimental group for this investigation. The following section provides details of this programme.
4.3 SAMPLE SESSIONS OF THE INTERVENTION PROGRAMME

4.3.1 UNDERSTANDING THE ELEMENTS OF COMMUNICATION PROCESS

Description: Communication in this activity indicates that it is the complex process built upon a variety of elements.

Steps: Divide the class into eight groups. Give each group the below-mentioned handout. Give them four minutes to understand and discuss it within their groups.

Identify the leader from the group. Call all the leaders and tell them to stand in a row, in front of the class. Give them a piece of paper on which the title of each element is written.

A] Turn by turn, call each group leader to come and explain the elements.

B] Turn by turn; remove one element and discuss it with the class the importance of the element and how it affects the whole process of communication – if removed (with examples).

Objectives:

- To realise the importance of various elements in the communication process
- To be aware of their importance in the whole communication process

The Frame of Reference: Communication involves interaction between people. To understand communication, it is important to understand the interactants. The speaker (a message initiator) and listener (a message target) are not isolated beings. They have personal experiences, goals, values, attitudes, knowledge, gender, culture, and beliefs that affect everything they say and interpret. This is called as a frame of reference. Due to the difference of frames of reference, the interactants may interpret messages very differently.
**Messages:** Communication consists of both verbal and nonverbal messages. Verbal messages include the words we use in the encounter. Nonverbal are how we say our words. In short, verbal is what to say and nonverbal how to say it. Our goal is to construct the message in such a way that our students understand the intended meaning.

**Code:** Like computers, human communication is also made of systematic arrangements of symbols used to create meaning in the minds of another person. Words, phrases, and sentences become “symbols” that are used to evoke images, thoughts and ideas in the mind of others. Verbal codes consist of symbols and their grammatical arrangement. All the languages are codes. Nonverbal codes consist of all symbols that are not words, including bodily movements, use of space and time, clothing and other adornments and sounds other than words.

**Channels:** We need channels (such as face-to-face, email, text messaging, telephone) through which message can be sent and received. Different channels have different implications. Suppose we want a parent to know how his child is struggling with academic performance. Which channel would make the parent more conducive on this issue?

**Encoding and Decoding:** If the communication involves the use of codes, the process of communication can be viewed as one of encoding and decoding processes. Encoding means the process of translating an idea or a thought into code. Decoding is the process of assigning meaning to that idea or thought. Suppose the teacher is explaining to his students a poem very well and using an appropriate methodology, but students will decode the matter according to their frames of reference. It may be possible that some students do not like the poem which ultimately affects their understanding of the poem.
Interference: Communication cannot be 100% due to the frame of reference and interference. Interference is something that gets in a way of shared meaning between the teacher and the students. It may be physical (students talking, tapping of the pen on the desk, the noise outside the classroom) or psychological (daydreaming, personal problems, ailments, attitudes, conflicts). These all are distractions that cause inaccuracy in communication- preventing the message sent from the message being received. For example, the dislike of English as a subject creates noise in perceiving what teacher explains regarding Shakespeare and its relevance today. Regardless of efforts of teachers, the students will find it difficult to receive any message that would enhance his liking for Shakespeare.

Feedback: It is a paramount element of the communication process as it involves both the teacher and the students simultaneously. As the teacher teaches the lesson, the listener is responding either verbally or nonverbally. As the teacher sends the message, he looks to see whether his students understand him. Our students may ask questions for clarification, nod their heads in agreement, or express confusion in their faces or eyes. This feedback tells the teacher, what to say next.

Context: Communication happens in context. The time of day, location or social situation all provides context to the communication process. Every teacher knows how the time of day affects the students’ ability to concentrate on the message. Everything we say and do happens in a climate that either makes our message appropriate or inappropriate, effective or ineffective. In an educational context, this environment is called classroom climate. The investigator’s purpose is to provide a supportive classroom climate through effective communication. A supportive classroom climate is important because it promotes the fuller development of a student’s positive self-image and enhances self-concept. It is characterised by openness, confidence, acceptance, trust, belonging order and higher expectation rather than defensiveness, fear, rejection, suspicion, alienation, chaos, and low expectations.
**The Role of the Investigator:** The investigator made the groups and distributed the handout to the learners and explained them the tasks. He instructed them to read and discuss among themselves about the importance of the given element of communication. He also encouraged them to imagine the negative effects in the absence that element. After that, he provided them four to five minutes to think on that handout. After that, selected the leaders to present their views in front of the class. While the learners were presenting their views, the investigator noticed the level of confidence, clarity of concepts, the level of English as a medium of communication and nonverbal communication. He also regulated the flow of communication throughout the activity.

**The role of the Learners:** During this activity, the learners first understood the nature of the activity and listened to instructions carefully. After their divisions into the groups, they started reading the handout and discussing the importance of it. They were expected not only to understand the written information but also to imagine the worst scenario in the absence of the given element of communication. They were allowed to discuss their ideas freely among their groups. From them, one learner presented the concepts. Here, the learners started interacting and debating with one another on core communication fundamentals. They develop their view presentations, view tolerance, and public presentation skills through this activity.

Throughout the activity, patterns of interactions among the learners and between the investigator and learners were quite interactive and dynamic.

**4.3.2 WHEN CONFRONTATION HAPPENS…**

**Description:** The term ‘confront’ means of standing up to another to tell him that his behaviour is interfering with your right. It is an active posture- an act of courage- of assuming responsibility for seeing to it that your needs are met.

Confrontation is behaviour motivated by the self-preservation need- an act of necessary selfishness, in the purest sense of that term.

When teachers encounter unacceptable behaviour of students, they use typical messages which fall into three general categories:

1. Solution Messages
2. Put-down Messages

3. Indirect Messages

Objectives:

- To understand the various ways to deal with the confrontation
- To enable the pre-service teacher to handle the confrontation

Steps: Divide the class into three groups. Provide each group, one below-mentioned note-cards. Students will understand and discuss among themselves and come out with more examples (at least five examples for each category). After completing this task, there will be a debate in the classroom whether these three types of messages help or harm the students’ learning.

1] Solution Messages

They tell a student exactly how to modify the behaviour- what he must do, had better do, should do. Here the teacher hands out solutions to his problems and expects the students to accept them.

<table>
<thead>
<tr>
<th>Kinds of Solution Messages</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering, Commanding,</td>
<td>• Spit out that gum.</td>
</tr>
<tr>
<td>Directing</td>
<td>• Sit down this minute.</td>
</tr>
<tr>
<td>Warning, Threatening</td>
<td>• If you do not line up, I’ll make you stand all the day.</td>
</tr>
<tr>
<td></td>
<td>• One more time, young man, and you’ll stay after school.</td>
</tr>
<tr>
<td>Moralising, Preaching,</td>
<td>• You should know better than others.</td>
</tr>
<tr>
<td>Giving ‘shoulds’ &amp; ‘oughts’</td>
<td>• Standard four students should know what is right.</td>
</tr>
</tbody>
</table>

Using Logic, Giving Facts
- Assignments do not get finished when you dawdle.
- Books are for reading, not for marking.

Advising, Offering Solutions or Suggestions
- If I were you, I would get back to work.
- Visit during the recess, not during the class.

2] Put-down Messages:

They denigrate the student, impugn his character, or chip away at his image. They carry evaluation, criticism, ridicule, and judgement.

Table 2 Put-down Messages

<table>
<thead>
<tr>
<th>Kinds of Put-down Messages</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judging, Criticising, Disagreeing, Blaming</td>
<td>• You’re always the one who starts trouble here.</td>
</tr>
<tr>
<td></td>
<td>• You’re a pest.</td>
</tr>
<tr>
<td>Interpreting, Analysing, Diagnosing</td>
<td>• You have a problem with authority.</td>
</tr>
<tr>
<td></td>
<td>• You are doing that to get attention.</td>
</tr>
<tr>
<td>Name-calling, stereotyping, Ridiculing</td>
<td>• You’re acting like a wild animal today.</td>
</tr>
<tr>
<td></td>
<td>• You’re the bunch of delinquents.</td>
</tr>
<tr>
<td>Praising, Agreeing, Giving Positive Evaluations</td>
<td>• You have the brains to be a good student.</td>
</tr>
<tr>
<td></td>
<td>• When you put forth the effort, you do such good work.</td>
</tr>
<tr>
<td>Reassuring, Sympathizing, Consoling, Supporting</td>
<td>• It is hard to sit still on such a hot day, isn’t it?</td>
</tr>
<tr>
<td></td>
<td>• I realise the game is tonight, but let’s not forget that you are in the school up to 5:00 p.m.</td>
</tr>
<tr>
<td>Questioning, Probing, Interrogating, Cross-examining</td>
<td>• Why are you out of your seat?</td>
</tr>
<tr>
<td></td>
<td>• How do you expect to pass this course when you talk in class so much?</td>
</tr>
</tbody>
</table>
3] Indirect Messages

They include kidding, teasing, sarcasm, digression, and diverting comments.

- I do not suppose you could turn off your cell phone until the class is over.
- Could we wait for our little resident comedian to stop showing off?
- When did they make you principal of the school?
- I hope you grow up to be a teacher and have a hundred students like you.

The role of the Investigator: Initially the investigator explained the meaning and concepts of confrontation in general as well as academic settings. Then he instructed them about the activity. He divided the class into three groups and provided each group with a note card. He provided them ample time to understand and design the examples of messages. After this, he initiated a debate on positive and harmful effects of these messages and collected the learners’ opinions.

The Role of Learners: In the beginning, they attentively listen to the investigator to understand how the confrontation happens. After their divisions, they read the given type of message and designed the different examples of the type of message. They discussed with the other groups regarding their examples as well as positive and negative effects of these messages. They understood effects of these messages.

4.3.3 COMMUNICATION COMPETENCE FOR TEACHERS 1

Objectives:

- To develop communication competences in pre-service teachers
- To differentiate different types of messages and their mechanism
Communication competence refers to both the knowledge and understanding of how communication works and to your ability to use communication effectively (Spitzberg & Cupach, 1989, 2002). To be an effective communicator, we must be flexible and possess a variety of communication acts. Different communication behaviours may be required depending on the situation, the people involved, the topic being discussed, and the task at hand.

Regarding classroom communication, the National Communication Association has outlined the communication competence teachers need to be effective at (Cooper, 1988). The following five tables represent these core competence factors. The objectives in the following five activities are the same and as below-mentioned:

**Table 3 Informative Messages: Sending and Receiving**

<table>
<thead>
<tr>
<th>Type of Messages</th>
<th>To send it effectively</th>
<th>To receive it effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informative Messages:</strong> Teachers should demonstrate competences in sending and receiving messages that give or obtain information.</td>
<td>1] Structure the information by using devices such as preview questions and comments, transitions, internal summaries and concluding summaries. 2] Amplify the information graphically through the use of the verbal and audio-visual material. 3] Ask incisive questions to assess how well students understand the information given in the session.</td>
<td>1] Identify the main point of the student’s informative message. 2] Discern structural patterns and problems in the information they present. 3] Evaluate the adequacy of one’s verbal and audio-visual supporting material regarding the student’s responses. 4] Formulate questions that probe for the information content. 5] Differentiate between the informative message</td>
</tr>
</tbody>
</table>
Steps: Understand the above-mentioned information. Choose a topic/event and use the techniques to send and receive the informative message effectively.

### 4.3.4 COMMUNICATION COMPETENCE FOR TEACHERS 2

**Table 4 Affective Messages: Sending and Receiving**

<table>
<thead>
<tr>
<th>Type of Messages</th>
<th>To send it effectively</th>
<th>To receive it effectively</th>
</tr>
</thead>
</table>
| **Affective Messages:** Teachers should demonstrate competence in sending and receiving messages that express or respond to feelings. | 1] Reveal positive and negative feelings about the self to students.  
2] Express positive and negative feelings about students for students.  
3] Offer opinions about classroom content, events and real-world occurrences.  
4] Demonstrate openness, warmth and positive regard for students. | 1] Recognising verbal and nonverbal cues that reveal students’ feelings.  
2] Invite students to express their feelings.  
3] Be non-judgmental in responding to their feelings.  
4] Ask open-ended questions in response to their expressions of feelings.  
5] If necessary, offer advice tactfully. |

Steps: Understanding the above-mentioned information. Choose a topic/event and use the techniques to send and receive the effective message effectively.
### 4.3.5 COMMUNICATION COMPETENCE FOR TEACHERS 3

**Table 5 Imaginative Messages: Sending and Receiving**

<table>
<thead>
<tr>
<th>Type of Messages</th>
<th>To send it effectively</th>
<th>To receive it effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imaginative Messages:</strong></td>
<td>1] Use vivid descriptive language.</td>
<td>1] Respond to students’ use of imagination with appreciation.</td>
</tr>
<tr>
<td></td>
<td>2] Use expressive vocal and physical behaviour when creating or recreating the examples, stories or narratives.</td>
<td>2] Be nondirective when encouraging their creativity.</td>
</tr>
</tbody>
</table>

**Steps:** Understand the above-mentioned information. Choose a story/future scientific invention and use the techniques to send and receive the imaginative message effectively.

### 4.3.6 COMMUNICATION COMPETENCE FOR TEACHERS 4

**Table 6 Ritualistic Messages: Sending and Receiving**

<table>
<thead>
<tr>
<th>Type of Messages</th>
<th>To send it effectively</th>
<th>To receive it effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ritualistic Messages:</strong></td>
<td>1] Demonstrate appropriate behaviour in performing everyday speech acts such as greeting, taking turns in</td>
<td>1] Comment favourably when students perform everyday speech acts appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2] Acknowledge appropriate performance</td>
</tr>
</tbody>
</table>
social relationships and facilitate interaction.

2] Model appropriate social amenities in ordinary classroom interaction.

3] Demonstrate speaking and listening competence when participating in or role-playing interviews, conversations, problem-solving and legislative groups and public ceremonies. of social amenities; diplomatically correct inappropriate behaviour.

3] Recognise competence and incompetence when students participate in interviews, conversations, problem-solving and legislative groups and public ceremonies.

Steps: Understand the above-mentioned information, write five statements for greeting, leaving and taking turns in conversation with students.

4.3.7 COMMUNICATION COMPETENCE FOR TEACHERS 5

Table 7 Persuasive Messages: Sending and Receiving

<table>
<thead>
<tr>
<th>Type of Messages</th>
<th>To send it effectively</th>
<th>To receive it effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive Messages:</td>
<td>1] Differentiate between fact and opinion.</td>
<td>1] Admit one’s bias in responding to ideas.</td>
</tr>
<tr>
<td>Teachers should demonstrate competence in sending and receiving messages that seek to convince.</td>
<td>2] Be aware of audience factors that may encourage or constrain acceptance of ideas, such as peer pressure, fatigue, bias and so on.</td>
<td>2] Question the adequacy of reason and evidence given.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3] Evaluate audience evidence and reasons presented.</td>
</tr>
</tbody>
</table>

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Steps: Understanding the above-mentioned information, prepare a motivational speech for 3 minutes and demonstrate how you will respond to the audience’s reaction to the speech.

The Role of the Investigator: The investigator explained the learners that to be effective in classroom communication, five types of messages should be mastered at sending and receiving level. He presented the different types of messages: informative messages, affective messages, imaginative messages, ritualistic messages and persuasive messages. After explaining each message, the investigator provided them handouts to refer and to design a topic or situation to use these messages to focus on not only sending but also receiving.

The Role of Learners: The learner learnt first to distinguish each message from another. They understand the points to take care while employing in each type of messages. To achieve these, they were divided into small groups and imagined the situation and designed the messages accordingly. They not only imagined the sending of the messages also how to react/receive them. Their creativity, imagination regarding classroom situation and how to tackle them through these messages were developed. Here they discussed and developed situation-specific and purpose-specific messages.

4.3.8 RAPPORT BUILDING FOR TEACHERS

Rapport—(noun) a relation marked by harmony, conformity, accord, or affinity. (Merriam-Webster)

Good rapport is characterised by respect, positivity, comfort, and effective communication. All of these things make teaching and learning easier and a more
enjoyable experience overall. Strong rapport between teachers and students keeps the energy up throughout the semester, facilitates lively group discussions, and discourages behavioural disruptions. When rapport is good, things just click.

Rapport is tricky to understand. Therefore, it is misconceived by a majority of the academic world. Rapport has been avoided in favour of other variables, such as methods of teaching, modes of testing, and techniques of assessing teaching effectiveness, which can be more readily conceptualised and manipulated. However, it is worth considering the role of rapport if for no other reason than its contributions to effective teaching.

Objectives:

- To enable the pre-service teacher to develop rapport with students
- To understand the value of rapport in today’s scenario

Steps: Each student will have two strips. He/She will think and explain why this is an important element in building rapport with students and how to use this tactic to create conducive relationships with students.

Maintaining Rapport

The key to maintaining rapport lies in demonstrating your passion for the topic and thoughtful concern to your students’ learning. Passion is contagious and highly inspirational.

Caring is are highly reinforcing for building rapport. Individual attention does wonders for a student’s confidence.

Express your passion for topics covered and the reason for this keen interest regularly throughout the semester. Tie to student interests.
Arrive early and stay late to chat and/or answer questions. The class for you and interacting with your students begins 10 minutes before the scheduled class time. Just get in the habit of being early.

Use student names when calling on them. Don’t hesitate to ask name until you know it. Students appreciate the effort to know them.

Make intentional eye contacts with individual students rather than moving your eyes around the class. Smile!

Use self-deprecating humour, personal examples, and cultural references when applicable.

Be humble and respectful.

Great wrong answers as a learning opportunity, encourage students to review their logic (“That is interesting, tell me what is your thinking behind your answer.”)

Move around. Don’t shield yourself with a podium.

When a student responds, move toward him (but not too close - five feet and beyond is good).
Give immediate verbal feedback to student responses. Encourage further thought. Don’t skip around. Help students process their critical thinking.

Encourage student collaboration through group work. Sit in the formed circles and listen to group discussions.

Exercise self-disclosure. When instructors share some details about their experiences and difficulties, they faced as undergraduates, an instructor is demonstrating that he or she “is a human. Not a robot” (Wooten-Blanks 2012).

Learn students’ names. By using students’ names you’ll be acknowledging them as individuals which can be important considering that he or she is among hundreds, if not thousands, of others on campus (Gillespie1997).

Communicate and collaborate on policies. Be specific and transparent when communicating your policies to your students. By exercising clarity on the syllabus, student requirements, classroom protocol, etc., you are defining the parameters of the working relationship. If possible, consider allowing the students to have some input on certain aspects of the course.

Be accessible. Barbara Harrell Carson (1996) found that accessibility to be “the single most frequently cited evidence of a professor’s caring.” Thus, making yourself available to your students can drive the relationship forward.”
Start every class is meeting off on the right foot. Prior to launching into your daily lesson, take a few moments to set the tone for the class meeting. Begin each class with a “warm greeting, a comment about something topical and relevant to students’ lives, or a reference to a common experience” (Morss 2005).

The Role of Investigator: The investigator explained the importance of rapport building. He handed over the strips to the learners and allowed them to read and understand the value of each tactic. After that, he encouraged them to discuss the rapport building and utility of the tactics. He allowed each participant to present their views with why and how.

The Role of Learners: After understanding the importance of rapport building in the teaching, learning scenario, the learners read the given strips and tried to understand the tactics. They imagined the situations where they could use them and how would they get benefitted by that. They also discussed among themselves regarding ways to develop rapport through various tactics. They also discussed the effectiveness of the tactics.

4.3.9 POSITIVE VERSUS NEGATIVE LANGUAGE

Perceptions that people form of other people, things and situations are often based on the words and phrases chosen to express thoughts about them. A negative impression is brought on by negative language. The opposite is also true. Let’s consider the characteristics of both positive and negative languages.

Negative phrasing and language have the following characteristics:

- tells the listener what cannot be done
- has a subtle tone of blame
- includes words like can't, won't, unable to (which informs the listener what your organisation cannot do)
• does not stress positive actions that would be appropriate, or positive consequences.

**Positive phrasing and language** have the following qualities:

• tells the listener what can be done  
• suggests alternatives and choices available  
• sounds helpful and encouraging rather than bureaucratic  
• stresses positive actions and positive consequences that can be anticipated.

After this discussion with the pre-service teachers, the investigator gave the following activity.

**Objectives:**

• To understand the characteristics of positive and negative languages  
• To enable the pre-service teachers to use positive language and avoid negative language unintentionally

**Steps:** Read the following example and write the apt positive/negative language in the given box:

<table>
<thead>
<tr>
<th>Table 8 Positive Language Vs. Negative Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Language</strong></td>
</tr>
<tr>
<td>Example: Close the door quietly.</td>
</tr>
<tr>
<td>Try to work this out on your own without help.</td>
</tr>
<tr>
<td>Quiet down- You are getting too loud.</td>
</tr>
</tbody>
</table>
| **Sharpen your pencil like this.**  
**Demonstrate)** | This is not the way to sharpen the pencil. |
| Carry your chair like this (demonstrate). | Don’t make so much fuss with your chair. |
| **Sit straight.** | Don’t slouch in your chair. |
| Raise your hand if you think you know the answer. | Don’t yell out the answer. |
| When you finish, put the scissors in the box and bits of papers in the dustbin. | Don’t leave the mess. |
| These crayons are for you to share- use at a time, then put it back so others can use it too. | Stop fighting over those crayons. |
| Use your ideas. When you borrow ideas from others, be sure to acknowledge them. Even here, try to put them in your words. | Don’t plagiarise. |
| Speak naturally as if you were talking to your friend. | Don’t read your report to us. |
| Be ready to explain your answer- why you think it is correct. | Don’t just guess. |
| Note the caution in the instructions. Be sure you check the things mentioned there before you proceed to the next step. | Take time when doing this experiment, or you’ll mess it up. |

**Note:** In student’s copy, the underlined statements were removed so that they independently provided their responses.

**The role of Investigator:** The investigator explained the characteristics of negative and positive language. He demonstrated with examples. He gave the blank worksheet to each candidate and allowed them to design the statements. He then collected the statements and read a few to discuss the appropriateness of them.

**The Role of Learners:** After the understanding, the basic difference between positive and negative language and their effects, the learners designed the statements demanded in the worksheet. They realised the unconscious use of negative language and
unconscious use of positive language and how these two types of languages trigger sheer different results.

### 4.3.10 POWER IN THE CLASSROOM

Power, in the teaching-learning situations, refers to an individual’s ability to have an effect on the behaviour of another person or group. It is important, therefore, that a teacher has power in the instructional environment so that he or she can influence the behaviour of students so they will learn the content of the subject matter being taught. An extensive series of research studies was conducted in the 1980s and early 1990s that sought to identify the techniques teacher employ to exert power in the classroom and the kinds of communicative messages that represent those efforts. The techniques were referred to as Behaviour Alteration Techniques (BATs), and the messages were referred to as Behaviour Alteration Messages (BAMs).

**Objectives:**

- To understand the power nexus in the classroom
- To enable the pre-service teachers to use BATs and BAMs aptly

**Steps:** The followings are the different Behaviour Alterative Techniques with illustrations. Kindly go through this and discuss among the group: in which condition which BATs are positive/negative.

<table>
<thead>
<tr>
<th>No.</th>
<th>BATs</th>
<th>BAMs</th>
</tr>
</thead>
</table>
| 1   | Immediate Rewards from Behaviours | You will enjoy it. It will make you happy.  
Because it is fun. You'll find it rewarding/interesting. It is a good experience. |
<p>| 2   | Deferred Reward from Behavior | It will help you later on in life. It will prepare you getting a job (or going to graduate school). It will prepare you for your achievement tests (or the final exam). It will help you with upcoming assignments. |</p>
<table>
<thead>
<tr>
<th>3</th>
<th>Reward from Teacher</th>
<th>I will give you a reward if you do. I will make it beneficial to you. I will give you a good grade (or extra credit) if you do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Reward from Others</td>
<td>Others will respect you if you do. Others will be proud of you. Your friends will like you if you do. Your parents will be pleased.</td>
</tr>
<tr>
<td>5</td>
<td>Self-Esteem</td>
<td>You will feel good about yourself if you do. You are the best person to do it. You always do such a good job.</td>
</tr>
<tr>
<td>6</td>
<td>Punishment from Behaviour</td>
<td>You will lose if you don't. You will be unhappy if you don't. You will be hurt if you don't. It's your loss. You'll feel bad if you don't.</td>
</tr>
<tr>
<td>7</td>
<td>Punishment from Teacher</td>
<td>I will punish you if you don't. I will make it miserable for you. I'll give you an &quot;F&quot; if you don't. If you don't do it now, it will be homework tonight.</td>
</tr>
<tr>
<td>8</td>
<td>Punishment from Others</td>
<td>No one will like you. Your friends will make fun of you. Your parents will punish you if you don't. Your classmates will reject you.</td>
</tr>
<tr>
<td>9</td>
<td>Guilt</td>
<td>If you don't, others will be hurt. You'll make others unhappy if you don't. Your parents will feel bad if you don't. Others will be punished if you don't.</td>
</tr>
<tr>
<td>10</td>
<td>Teacher/Student Relationship: Positive</td>
<td>I will like you better if you do. I will respect you. I will think more highly of you. I will appreciate you more if you do. I will be proud of you.</td>
</tr>
<tr>
<td>11</td>
<td>Teacher/Student Relationship: Negative</td>
<td>I will dislike you if you don't. I will lose respect for you. I will think less of you if you don't. I will not be proud of you. I'll be disappointed in you.</td>
</tr>
<tr>
<td></td>
<td>Legitimate-Higher Authority</td>
<td>Do it; I'm just telling you what I was told. It is a rule, I have to do it and so do you. It's school policy.</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Legitimate-Teacher Authority</td>
<td>Because I told you to. You do not have a choice. You're here to work! I'm the teacher; you're the student. I'm in charge, not you. Don't ask, just do it.</td>
</tr>
<tr>
<td>14</td>
<td>Personal (Student) Responsibility</td>
<td>It is your obligation. It is your turn. Everyone has to do his/her share. It's your job. Everyone has to pull his/her own weight.</td>
</tr>
<tr>
<td>15</td>
<td>Responsibility to Class</td>
<td>Your group needs it done. The class depends on you. All your friends are counting on you. Don't let your group down. You'll ruin it for the rest of the class (team).</td>
</tr>
<tr>
<td>16</td>
<td>Normative Rules</td>
<td>We voted and the majority rules. All of your friends are doing it. Everyone else has to do it. The rest of the class is doing it. It's part of growing up.</td>
</tr>
<tr>
<td>17</td>
<td>Debt</td>
<td>You owe me one. Pay your debt. You promised to do it. I did it the last time. You said you'd try this time.</td>
</tr>
<tr>
<td>18</td>
<td>Altruism</td>
<td>If you do this, it will help others. Others will get the benefit if you do. It will make others happy if you do. I'm not asking you to do it for yourself: do it for the good of the class.</td>
</tr>
<tr>
<td>19</td>
<td>Peer Modelling</td>
<td>Your friends do it. Classmates respect you to do it. The friends you admire do it. Other students like you doing it. All your friends are doing it.</td>
</tr>
<tr>
<td>20</td>
<td>Teacher Modelling</td>
<td>This is the way I always do it. When I was your age, I did it. People who are like me do it. I had</td>
</tr>
</tbody>
</table>
to do this when I was in school. Teachers you respect do it.

| 21 | Expert Teacher | From my experience, it is a good idea. From what I have learned, it is what you should do. This has always worked for me. Trust me- I know what I'm doing. I had to do this before I became a teacher. |
| 22 | Teacher Feedback | Because I need to know how well you understand this. To see how well I've taught you. To see how well you can do it. It will help me to know your problem areas. |

**The role of Investigator:** The investigator presented the role of power in the classroom and how it affected the process of teaching and learning. He provided nexus power sheet with Behaviour Alteration Techniques (BATs) and Behaviour Alteration Messages (BAMs). He allowed the learners to sync the concepts with examples. After that, he initiated the discussion on which are good and which not good BATS. Thereby he tried to crystallise the understanding of BATs and BAMs.

**The Role of Learners:** After understanding the power nexus actively present in the classroom, the learners quickly go through the BATs and BAMs. After careful reading them, the learners picked out the BATs, they have used in their practice teaching and observed its effectiveness. They also discuss the value of some BATs over the others.

**Note:** All the activities of the programme are given in the Appendix-III.

The next chapter focuses on data analysis, interpretations, and conclusions of the research programme.