ABSTRACT

EFFECTIVENESS OF A CLASSROOM COMMUNICATION PROGRAMME FOR PRE-SERVICE TEACHERS

The purpose of this research is to develop classroom communication competence in teachers especially pre-service teachers because this is quite different then commonly understood general communication skill. The difference between teaching and learning is communication. For this purpose researcher has designed 35 tasks pertaining different aspects of classroom communication skill. The researcher has employed quasi-experimental design for which two groups of pre-service teachers from different cities (Vadodara and Anand) were selected. The experiment was carried out for three months and the result was calculated with mix method. For this purpose, the researcher has employed the following tools to collect the necessary quantitative and qualitative data:

1. Tools used to collect general information about the participants
   a. Information Schedule
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

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.