



ENHANCEMENT OF COMMUNICATION SKILLS THROUGH ICT AMONG TEACHER TRAINEES

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ABSTRACT :

Quality of education depends upon the quality of teaching and its utilization of technological principles. The ability to connect computers and students together over a network opens up wide varieties of educational opportunities. Multimedia approach can transfer the present isolated, teacher-centered, book-centered learning environment into a rich student-centered interactive environment. Interactive multimedia package is a new paradigm of the teaching-learning process; where interaction can be presented on computers in the form of text or in multimedia formats, which include photographs, videos, animation, speech, and music. We must accept the new technology and use Multimedia approach as a tool of teaching-learning process. Multimedia approach aims at transferring the old traditional paradigm of learning to the new paradigm of learning. The 1998 UNESCO world Education Report insisted on immediate implementation of the Technology in education, to pave way for Quality education. Teaching and learning are primarily communication processes that rely on interactions of students and teachers.



KEYWORDS : *interactive environment , Quality education , primarily communication processes.*

1. INTRODUCTION :

Any factor that inhibits effective communication in the teaching and learning process therefore adversely affects the learning process. We use the term, communication, to refer to all its processes: listening, reading, speaking, and writing (including use electronic and print media). Communication skills are all grounded in knowledge about and use of language (sometimes referred to by communication theorists as a "message code. People are not equally skilled in using a particular language in all communication processes. For example, individuals may be able to read (or decode) English quite fluently, but not be able to speak or write it as fluently. Also, the reverse is often true. Further, individuals may find themselves differently restricted in what they think they can safely say, or even if they can safely say anything, in some settings. In addition, their skills vary as the medium used changes. Measurement of communication skills achievement is complicated not only by these situational aspects of language use, but also by the variants of language codes and communication customs in diverse cultures and subcultures in various institutions and regions.

2. SIGNIFICANCE OF THE STUDY:

A communication process employed based on multimedia approach with proper plan and organization can deliver effective communication. People exchange their feelings, experiences and thoughts

through verbal and nonverbal communication. The interpersonal relationship depends upon the effectiveness of such communication. Best teachers are always good communicators. The teacher having mastery over the subject matter but poor communication skill cannot perform better lesson in the classroom. It especially needs attention because communication skills verbal (listening, reading, speaking, and writing via a variety of media) and Nonverbal (gestures, posture...etc) are arguably the most important academic skills for later success in life (Morreale, Osborn, & Pearson, 2000; Poole & Walther, 2002; Stump & Selz, 1982). Low literacy skills are associated with a number of other negative factors such as poverty and incarceration. Clearly, acquiring competence in communication is critical to many other achievements. Latest available technologies like - Interactive multimedia, which helps individuals for self-learning to learn on their own pace. Hence enhances communication skill of an individual. From research it is evident that 93% of learning happens through Non-verbal communication and only 7% of learning through verbal communication. In the present teaching context most of the teaching learning happens through verbal communication.

3. RESEARCH DESIGN:

The researcher had conducted an Experimental study to measure communication skills among the Teacher Trainees. The researcher has developed interactive multi-media package to teach communication skills for the experimental purpose. One group pre-test post-test Design was chosen for the study. The Interactive multimedia treatment was given for one month. Communication Observation schedule was used before and after the treatment to find the effectiveness of the treatment.

4. VARIABLES:

Independent variable in the study: B.Ed. teacher pupils

Dependent variable in the study: Communication skills

Moderate variables: Gender - Male and Female trainees

5. OPERATIONAL DEFINITIONS:

a. **Interactive multimedia - Interactive multimedia** form a technology viewpoint is a computer-controlled computer program where the learning experience is based on the interaction between the learner and the computer system, using text, audio, video, graphics, and animation.

b. **Communication skills** include the ability of an Individual in listening, speaking, reading, writing and use of Nonverbal communication to communicate effectively.

6. OBJECTIVES OF THE STUDY:

a. To develop interactive multimedia package to teach communication skills.

b. To find whether there is a significant difference between the pre-test and post-test scores of Experimental group.

c. To find whether there is a significant difference between Male and Female Teacher Trainees in their post-test scores.

7. HYPOTHESIS:

a. There is no significant difference between the pre-test and post-test scores of Experimental group.

b. There is no significant difference between Male and Female Teacher Trainees in their post-test scores.

8. DESIGN OF THE STUDY:

a. Sampling:

Random sampling technique was employed and 25 B.Ed. teacher pupils are chosen from a B.Ed college in Mysore city.

b. Tool used:

Communication skills observation schedule was developed by the researcher.

c. **Statistical technique used:** Mean, S.D and t-test.

9. ANALYSIS AND INTERPRETATION:

Hypothesis 1 - There is no significant difference between the Pre-test scores and post-test of Experimental group

Group	test	Mean	Standard Deviation	t-value	Remark
Experimental group	Pre- test	16.88	2.88	2.16	Significant at 0.05 level
	Post- test	15.34	2.16		

The above table shows that, obtained t-value is 2.16 which is higher than the tabled value i.e., 1.97 at 0.05 level of significance. Therefore null hypothesis is rejected and there is a significant difference between the pre-test and post-test scores of Experimental group.

Hypothesis 2 - There is no significant difference between Male and Female Teacher Trainees in their post-test scores

Test	Gender	Mean	Standard Deviation	t-value	Remark
Post-test	Male	15.20	2.34	0.59	Not Significant at 0.05 level
	Female	14.64	2.44		

The above table shows that, obtained t-value is 0.59 which is lower than the tabled value i.e., 1.97 at 0.05 level of significance. Therefore null hypothesis is accepted and proved there is no significant difference between Male and Female pupils in their post-test scores.

10. MAJOR FINDINGS:

- a. Interactive Multimedia package has positive effect in teaching communication skills among Teacher Trainees.
- b. Interactive Multimedia package has equal effect in teaching communication skills among Male and Female Teacher Trainees.

11. EDUCATIONAL IMPLICATIONS:

- a. Interactive Multimedia packages such as power point presentations using flash can be used to teach communication skills.
- b. Interactive Multimedia package has equal effect on both the genders.

12. CONCLUSION:

In a tight schedule of one year B.Ed. course which is split into two semesters 5 months each and less than 15 days of communication skill training is given. Students find it difficult to expertise in both content and communication skills. Interactive multimedia package plays a vital role in teaching communication skills among B.Ed. students. The students can learn at their own pace irrespective of place and time factors. The

students get expertise after continuous practices. The students can learn more joyfully and remember it for a longer time.

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