



DIALOGIC APPROACH AND PROFESSIONAL DEVELOPMENT: A STUDY OF COMMUNICATION SKILLS AMONG B. Ed. STUDENTS

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ABSTRACT:

Teachers' professional development largely depends upon good communication skills. Self-esteem of a teacher is improved and raised if he/she possesses the skill of communication. The speaking and listening skills (SR- Skills) are considered to be the essential skills for the profession of teaching. The human race has flourished because of the power of communication. It is heart of Teaching profession and necessary for the professional development. An effective communication skill, i.e. speaking skills requires being able to articulate ideas, views, opinions and content clearly, confidently and concisely in speech, so that the target audience can understand the message beneath the words. For teachers in the classroom it is all about tailoring content and style according to the students and promoting the free-flowing process of teaching and learning. The listening skills help to listen to something more effectively and being able to comprehend and understand the message which is being communicated. Listening skills are extremely significant for professional development of teachers. Listening to others' speech, especially students, is an important part of communication in teaching as well as professional and language development. Oral communication is a two way process which is completed with the help of speaking and listening. Both the skills are complementary to each other.



The activities are designed for the in-service teachers, in order to improve speaking and listening skills for professional development. This paper is about the need to develop communication skills among pre-service teachers, B.Ed. students of University Teaching Department (UTD). Along with this the paper also discusses an activity based on Dialogic approach. The activity was conducted to study the communication skills of B. Ed students (pre-service teachers) and inculcate the professional skills (with special reference to communication) among the pre-service teachers.

At School of Education, (UTD) DAVV, Indore, a dialogue based activity was designed for assessing the communication (speaking and listening) skills of B. Ed students. The topic given was "Two Year B. Ed Program". Students during the activity vigorously participated in the dialogue. Researcher noticed that active and reflective listening took place among the students. For Effective communication many barriers came in the way, which were later easily overcome in the dialogue based activity. These practices when repeated can yield good results for the overall professional development of the future teachers of the country.

KEY WORDS: *Dialogic approach, Professional Development, Communication skills.*

INTRODUCTION

Effective communication is the ability to articulate oneself, both verbally and non-verbally, through different ways. The ways that are appropriate to cultures and situations. The following are some aspects of effective communication.

- Being able to express your own opinions, desires, even needs and fears.
- Being able to ask and raise questions when required and ask for advice, suggestions and help in the time of need.
- Being able to write effectively so that the message could reach the target audience.
- Being able to understand the meaning conveyed by the author/ writer etc.
- Being able to understand the correct message ought to be delivered by the speaker.

Communication is all about the ability as well as competency to express one-self effectively. It also means that a good communicator is able to understand others and respond to people in different situations as per the requirements. Teachers' professional development and success largely depends upon their communication skills because a large part of the teaching-learning is based upon the sharp communication skills possessed by the teachers.

The following are the indicators of effective communication considered even for B.Ed. students.

- ☐ B.Ed. students should be able to express thoughts, emotions, and motives/values
- Has a command over the vocabulary for the expression of feelings and thoughts as well as content of various subjects.
- Can express oneself through art, music, poetry, etc. as and when required, in and outside the classrooms.
- Behaves cooperatively in a group, with peer teachers, colleagues, staff and students. He/she is able to put forward arguments, discussion, and dialogues effectively in the teaching-learning process.
- Asks thought-provoking questions while delivering the different content in the classroom.
- ☐ Assertiveness is as important in the effective communication
- Able to speak about different societal issues: the roles, responsibilities and drawbacks related to those issues.
- Raise as well as respond to provocative questions with your own views, ideas and confidence. This will lead to critically view the issues and have a better understanding of the things present around us.
- Able to express ideas and perspectives even when different from one's own.

These were some of the basic indicators which researcher considered while studying the communication skills among the B. Ed. students in Dialogic approach. Skills such as communication skills escalate the self-esteem of B.Ed. student. It helps them develop the core professional skills among themselves. In the present day, speaking and listening, i.e. skills of communication are considered to be the essential skills for the professional development of the B.Ed. students. **National Professional Standards for Teachers (2021)** by NCTE which is based on the NEP 2020 clearly mentions the importance of professional development among teachers. It also highlights the importance of developing communication skills during the pre-service training of teachers.

LISTENING

As a communication skill, speaking has taken a prominent position. B.Ed. students need to work on a variety of speaking sub-skills, just as they need to work on listening skills. As part of their professional development courses, these sub-skills may be developed and tested.

Using proper word stress, intonation patterns, and sentence emphasis, as well as speaking effectively.

- Telling the story of events and occurrences, in a logical sequence, whether real or fictitious
- Delivering reports or summaries orally; clearly/confidently/concisely making an announcement
- Participating in group conversations in a meaningful way; clearly/effectively/effectively/efficiently articulating a point of view

- Demonstrating the capacity to explain one's thoughts in a clear and concise manner
- Concluding a discussion,
- Both expressing one's own thoughts and soliciting the opinions of others, communicating one's own thoughts, emotions, and attitudes,
- Taking part in spontaneous verbal exchanges in familiar social settings.

SPEAKING

The ability to communicate effectively has gained importance as a communication skill. In the same way that listening skills must be actively cultivated, a variety of sub-skills of speaking must be consciously developed among B.Ed. students (pre-service teachers). The following are some of the sub-skills that may be cultivated and tested throughout their Professional Development courses:

- Talking properly and emphasizing appropriate word emphasis, employing suitable intonation patterns and sentence stress
- Telling stories about events and situations
- Real or fictitious events occurring in a logical order
- Making oral presentations of reports or summaries;
- Making announcements in a clear, confident, and succinct manner
- Clearly expressing and explaining a point of view in an effective and efficient manner
- Participating in group discussions in a constructive manner
- o The capacity to communicate agreement or disagreement is shown by the following: Making a list of ideas, and presenting them in orderly manner.

All the above mentioned skills have its own importance in different context of the teaching-learning process. The objective behind organizing the activity was to build up thinking skills, logical proficiency, ability to rationally arrange the content simultaneously while listening and speaking, and restricting to the relevancy of the topic given for expressing themselves. The 21st century pedagogy says students are urged to enthusiastically contribute in the process of learning. Here in such pedagogies Teacher simply acts as a facilitator; he/she mentors the student's learning and helps them acquire necessary skills requisite for their upcoming career.

According to **Delfin (2009)**, the findings of the research show that B.Ed. students (pre-service teachers) skills of oral communication still lack in the classroom. The pre-service teachers, those who are prospective teachers, do not have the oral communication skills which are necessary in the profession. According to **Richards (2010)** as well as **Low, E., Chong, S. & Ellis, M. (2014)**, found that successful teaching demands that pre-service and in-service teachers to be fluent in the language. It was observed in a research by **Emanuel (2005)** that oral communication subjects or courses should be comprehensive.

Pre-service teachers' language skills can also be enhanced by attending seminars and joining an English club. Language and communication skills competency in the pre-service teachers studied by **Kana, (2015)** as well as by **Vessallo Kerri and Grech (2017)** all stress fluency and correctness in the development of language abilities. Due to their lack of classroom experience, student-teachers face a variety of challenges as they prepare to teach in their practice schools, according to **Ganal and Andaya (2010)**. Teachers who utilize communication methods that help or impede the development of their students' communicative abilities are highlighted by **Garces and Olivera in 2013**. A study by **Hunt, Simonds, and Cooper (2010)** stressed the demand for pre-service teachers to get speech communication training. As a result of these investigations, the researcher was inspired to create an activity that would assist B.Ed. students improve their communication skills as well as foster their professional development.

Using Dialogue mode, the classroom is seen to be the place where new knowledge, anchored on students' experiences, is created via meaningful interaction. Speaking and listening are both required here, as are the exchange of differing viewpoints on a shared subject. Dialogue is a skillful exchange or conversation between individuals that helps create trust, fosters a feeling of ownership, facilitates true

agreement, and encourages creative problem solution by establishing a common knowledge of the issue. Like debate or conversation, it tries to create trust among the persons engaged. It has a wide range of applications in business, medicine, and even the military. However, the essential concept is that conversation is a process through which we share our views in a secure and cheerful setting. As a mentor or facilitator of discourse, it is your duty to ensure that the atmosphere you create does not devolve into idle chitchat. A non-aggressive and open approach of learning about oneself and others' views, opinions, interests, and needs is the goal of conversation. Participants are free to critique or raise concerns about the statistics, facts, information, or ideas, but the goal is to better understand one another rather than to argue. The underlying implication is that discourse must lead to some kind of beneficial consequence.

Paulo Freire has used the concept of Dialogue as a teaching tool. Conversation, debate, discussion, and gossip are all phrases that are used interchangeably yet have distinct purposes and meanings. We framed this discourse-based exercise by keeping in mind the previously mentioned key truths regarding dialogue.

DIALOGUE BASED ACTIVITY:

First step was Orientation about dialogue: B.Ed. Students were informed about the cycles and rules to be followed in dialogue based activity were briefed with short presentation. The cycle was of introduction. Secondly the formation of groups and sitting in closed circles: During this step all the B.Ed. students were divided into groups. They were asked to sit in close circles so that they could listen to each other. Everyone was able to see and hear peer individuals with ease in each of the circle. Now the groups were already formed and the B.Ed. students seated in their respective groups. The topic given to them was "Two Year B. Ed. Program". Dialogue proceeded and every B.Ed. student was active in the group. This step was related to examination of the topic. Some B.Ed. students were in favour of the two years B.Ed. Program while others were not. Both the sides of the coin were seen and B.Ed. students were shielding their views in their groups. This was followed by drawing actual reflection on the given topic. Finally the B.Ed. students were asked to reflect on the topic on the basis of their views shared in the group. This step was related to the process of production as well as creation, which emerged as a result of dialogue among group members. The B.Ed. students were asked to prepare a Write- up from each group consisting of their views, a consolidated write up of their views. After thorough analysis of each group's write up as well as their dialogues, the researcher was now in a position to draw conclusions and arrived at the following results.

RESULTS

Assessment and Evaluation of the students was done during the dialogue based ASL activity. The marks were entered in the "ASSESSMENT SCORE FOR SPEAKING" The details of the marks are given in the Appendix I.

Along with the scores, the researcher observed the following points while the dialogue based ASL activity was taking place among the students:

- In the beginning B.Ed. students were hesitant to talk to each other, as they were randomly assigned in the group.
- Introduction cycle which took five to seven minutes showcased slight change in the communication pattern/style in the group. Now B.Ed. students were more open to each other as compared to the launch stage.
- Researcher observed that now the B.Ed. students **expressed their ideas and feelings confidently**.
- The notable thing which occurred was that the most **introvert student also began to speak** in the group naturally and instantaneously.
- The **gestures and facial expressions** they showed during the interaction in their group added visual and emotional emphasis to speech. The ideas and feelings were communicated not only through the voice but also by means of gestures as well as facial expressions.

- **Oral fluency** is a measure of how well with ease one can communicate the ideas clearly and accurately in speech. English is the second language of students in India, so they obviously face difficulty to speak fluently in English. However in dialogue activity B.Ed. students were seen **confidently talking in English** though occasionally there was lack of vocabulary and proper use of grammar.
- B.Ed. the student's opinion regarding the topic was diverse but they **shared their views peacefully and composedly** in a pleasant manner.
- **We Findings** were formulated in the end by each of the group.
- As the activity ensued, it was observed that B.Ed. student's **hesitation was becoming extinct** in groups. Now they were naturally concerned with each other and communicating on the topic within the groups.
- In groups they were **inspiring and motivating each other to speak** because the topic was of their interest.
- All the B.Ed. students took **active participation** in the conversation leaving a nurturing effect on their communication skills.
- **Deep listening** among the students took place during the dialogue activity. It is the way to pay attention, both for the interior and exterior worlds. Deep listening helps groups to construct wise judgments and act in harmony with ethics and values.
- **Group Discernment** was seen in the student. It is a capacity in groups for differentiation, allowing the emergence of innovative ideas, thinking and forming new images, whatever is possible. Respect is a commitment to esteem others, when disagreement arises in the group.

RECOMMENDATIONS

- Dialogue based activity can be used in classrooms by teachers for the development of communication skills.
- Teachers can use dialogue based Speaking and Listening activity by encouraging students to speak fluently.
- Such dialogue based activities students can shed off inhibitions. Even the students with shy temperament become vocal and expressive in dialogue mode of communication.
- Language teachers can use this activity for enhancing the communication skills of their students. On the basis of complexity, this activity can also have different levels depending upon the class.
- Other subject teachers can also frame their own activities keeping in mind the core idea about dialogue, classroom situation, learner's ability and content to be taught.
- Thus such activities can be used in subjects especially of practical nature, like Reading and reflecting
- Such activities can also be conducted in different Language pedagogies

CONCLUSION

The participation of the B.Ed. students were significant. The B.Ed. students willingly and passionately participated in the activity conducted. The B.Ed. students realized their own limitations, analyzed themselves. They can start to work upon improving their communication skills. The ability to listen critically is important for professional development of a teacher. The ability to express one-self clearly and effectively always contributes to success in and beyond schools and classrooms. The teachers who are concerned with developing the speaking and listening communication skills of their students need methods for assessing their students' progress. Thus such methods and activities can be used for the overall professional development of the B.Ed. students. This helps them to focus upon their communication skills as well.

WEBLINKS

- http://49.50.126.244/web_material/ASL/2013/4.%20Speaking_Sample_IX.pdf
- [http://49.50.126.244/web_material/ASL/2013/11.%20Sample_Worksheet_3_Listening_Class_IX%20\(1\).pdf](http://49.50.126.244/web_material/ASL/2013/11.%20Sample_Worksheet_3_Listening_Class_IX%20(1).pdf)
- <http://www.trinitycollege.com/resource/?id=5814>
- <http://www.Toolingu.com./beta/class-950120-essentials-of-communication.html>
- <http://iteslj.org/Techniques/Bazo-FourSkills.html>
- http://www.ehow.com/about_5412365_importance-listening-skill.html
- <http://www.components-of-listening-skill>
- <http://www.Definitions-of-communication>
- <http://www.measures-for-improving-listening-skill>
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ASSESSMENT SCORE FOR SPEAKING IN DIALOGUE BASED ASL ACTIVITY																						
Sr. No.	Name of Student	INTERACTIVE COMPETENCE					FLUENCY & COHERENCE					PRONUNCIATION					LANGUAGE ACCURACY & RANGE					TOTAL 20
		5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
1	Aditi Mahajan			*				*				*						*				16
2	Anjali Gurbani			*					*					*						*		11
3	Aviraj Somani				*				*				*						*			12
4	Chavi Mandloi		*					*				*						*				17
5	Diksha Jain		*					*					*						*			15
6	Geetanjali Bhalerao			*				*					*					*				15
7	Gravita Jain		*					*					*					*				16
8	Harshita Shukla			*					*					*						*		11
9	Himanshu rathi			*				*						*					*			13
10	Muskan Somani			*				*					*						*			14
11	Nehal Maheshwari			*					*				*						*			13
12	Nikita Chawla				*				*					*					*			11
13	Pranita Puranik			*					*					*					*			12
14	Priyanka Bera		*					*					*					*				16
15	Ria Sethi		*					*					*					*				17
16	Sajal Gupta			*					*					*					*			12
17	Sanjana Giri			*					*				*						*			14
18	Shagun Pal		*						*					*					*			13
19	Shambhavi Soni		*					*					*					*				16
20	Shubhee Santore				*				*					*					*			10
21	Singvaotham Kasar		*					*						*					*			14

APPENDIX I: ASSESSMENT SCORE FOR SPEAKING.