Evaluating the Impact of a Pre-Service Teacher Communication Programme on Classroom Effectiveness

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Abstract

The paper proposes to evaluate concerns about the usefulness of a designed communication training programme in a systematic framework pedagogic plan that includes a segment of pre-service educators who are taking a one-year Bachelor of Education or (B.Ed.) course in the 2024-2025 school year. The research work employed a non-survey-based, mixed-method design based on the analysis of classroom performance data of 110 participants, via their lesson observations, teaching documents and reflection feedback. Some of the key areas to focus were clarity of communication used to teach, student involvement, verbal and non-verbal strategies and conflict resolution at the classroom level. These findings indicated that a considerable percentage of the pre-service teachers showed a high percentage of clarity and engagement, a positive use of multimodal communication methods, and the management of classrooms with minimal cases of conflicts. These results show that the programme was actually effective in improving the necessary communication skills needed in teaching practice.

Keywords: Pre-service teachers, Communication training, Classroom effectiveness, Instructional clarity, Student engagement.

1. INTRODUCTION

Communication at the classroom level is central to promoting a suitable learning atmosphere, controlling pupil behaviour, induction of participation and flowing of information. In the case of pre-service teachers, it is neither sufficient nor adequate to build sound communication skills as a means to make instructions clear but rather, creating rapport among students and reaching out to diverse learners. Having realized this, a significant number of teacher education programs have developed modules on communication training as an imperative in the training of pre-service teachers.

The present paper assesses the effect of a communication training programme with structure provided to pre-service teachers, in order to increase their effectiveness as educators in the classroom. The emphasis in the study is on measurable classroom performance outcomes, which include clarity of instructions, interactional strategies, classroom control and the engagement of the learners, where observation and the analysis of academic documents are used instead of survey findings.

2. LITERATURE REVIEW

Afalla and Fabelico (2020) carried out an experiment with respect to, pedagogical competence and teaching effectiveness among pre-service teachers. They found out high correlation between pedagogical capabilities especially in the area of communication, organization of lesson and clarity with high efficacy of the classroom. They stated that teacher preparation programmes focusing on communication skills aids the pre-service teachers to move to real teaching situations more confidently. The paper also emphasized on the importance of proficiency in clearly communicating ideas and handling the relationships with the students as being key to maintaining effective classroom dynamics and providing curriculum goals.

Brown et al. (2021) examined how processing pre-service teachers teaching efficacy and preparedness impacted their performance in the process of student teaching. Their study revealed that the more prepared and confident individuals, notably in such fields as communication in the classroom, instruction on the content, and the ability to respond to the students' requirements, showed a much higher performance of teaching in the course of practicum. This research found that training programmes incorporating active, reflective and experiential elements in communication might help prepare pre-service teachers in anticipating managing the real situations that might arise in classrooms and keep learners engaged.

Cavanagh et al. (2019) commenced the challenge of pre-service teachers in influencing learning in students by evaluating their lesson planning, teaching and assessment methods

administered during professional placements. Strengths were identified in the study on the clarity of communication, flexibility of an instruction offering and capacity to give timely feedback to the process of positive learning among students. The authors stressed the importance of pre-service teachers being able to express the learning goals effectively and adjust their message according to the level of understanding in learners as this would lead to greater success in facilitating fulfilling learning results and learner motivation.

Chen and Tian (2022) constructed and tested a flipped and corpus-based teaching approach of English pronunciation as it applies to pre-service teachers in Hong Kong. They were conducting their teaching based on the innovative model that promoted reflective communication and interaction with peers and multimodal involvement. The results pointed out how the implementation of interactive, communication-rich training of pre-service teachers led to more self-efficacy, better monitoring during pronunciation delivery in the classroom as well as feeling more at ease when handling student talk. The paper has emphasised how technology-aided communication strategies have been used to develop confidence and fluency in the teaching of languages especially where language is involved.

3.   METHODOLOGY

This paper applies both qualitative and quantitative integrated research whereby the researcher will focus on the non-survey-based instruments of evaluation to gauge the effect of a pre-service teacher communication programme on classroom effectiveness. The research approach has been based on five main segments of research procedure, participant selection, programme design, source of data collection, evaluation framework, and analytical process.

3.1   Research Design

The nature of research design is descriptive and evaluative that the researcher will aim at observing and analysing the impact of communication training on the real classroom practices of pre-service teacher. The combination of documented teaching materials, recorded observations, and assessment of teaching artifacts produced in the process of the practicum sessions are used in the study. This methodology facilitates communication effectiveness in education that has a more realistic, contextual and application-based interpretation of the concept.

3.2   Sample Size

The sample that was used consisted of 110 participants, which represent the totality of pre-service teachers enrolled in a government-associated Bachelor of Education (B.Ed.) programme in a 20242025 academic year. Such participants have been included because they have gone through all the required elements of teaching practices such as lesson planning, teaching in the classroom, and reflection activities to the fullest extent. Also, as part and parcel of their course work, they all attended the structured communication training programme. The whole sample allowed the maximum coverage of teachers with different styles of classes and their environments as well as diversity of learners, which led to better reliability and utility of the study outcomes.

4.   RESULT AND DISCUSSION

The present part is a more detailed structure analysis of the classroom performance of 110 of the pre-service students who took part in the communication improvement programme. The assessment will center around the four major pillars of teaching efficiency such as clear organization of the communication in the teaching process, the degree of student participation, application of both oral and non-verbal techniques, and the occurrence of classroom dispute or communication breakdown. Survey-based responses were not used at all to collect data: rather, document analysis, teaching observation records, and performance rubrics were used to collect data. Every sub-section presented below features the frequency and percentage table of the findings with the visual representation in the form of the bar charts followed by the interpretive comments, where the trends observed are linked to the aims and the results of the communication training programme.

4.1   Clarity in Instructional Communication

The following table classifies the clarity of teaching in $| verb abbreviation fifteen on the scale of the perceived instructional communication clarity among 110 pre-service teachers on their teaching practice. Levels of clarity were categorized into four indicators based on supervisors evaluation and documentation review viz. Highly Clear, Clear, Somewhat Unclear and Unclear. Table 1 shows the frequency and percentage of the participants who will be under every category.

Table 1: Clarity in Instructional Communication

Rating Level	Frequency	Percentage
Highly Clear	38	34.5%
Clear	52	47.3%
Somewhat Unclear	15	13.6%
Unclear	5	4.6%
Total	**110**	**100%**

Table 1 shows well that an overwhelming proportion of pre-service teachers demonstrated that they were quite clear in their teaching. Particularly, 47.3 percent fall under the range of Clear and 34.5 percent under the scale of Highly Clear, which implies that more than 81 percent of the respondents effectively expressed lesson content at Clear or Highly Clear levels. Fewer than an average of less than 13.6 percent had been placed in the category of Somewhat Unclear and a mere percentage of 4.6 percent had been placed as Unclear. The results may be interpreted as the successfulness of the communication training programme in provoking the clear and structured instructional delivery.

The percentages of the levels of instructional clarity within the 110 pre- service teachers are pictorially expressed in the bar chart below Figure 1. The figure is used to give just a single glance on how the participants have fulfilled under the four categories that are defined so as to be able to give a diagrammatic representation of the numerical results used in Table 1.
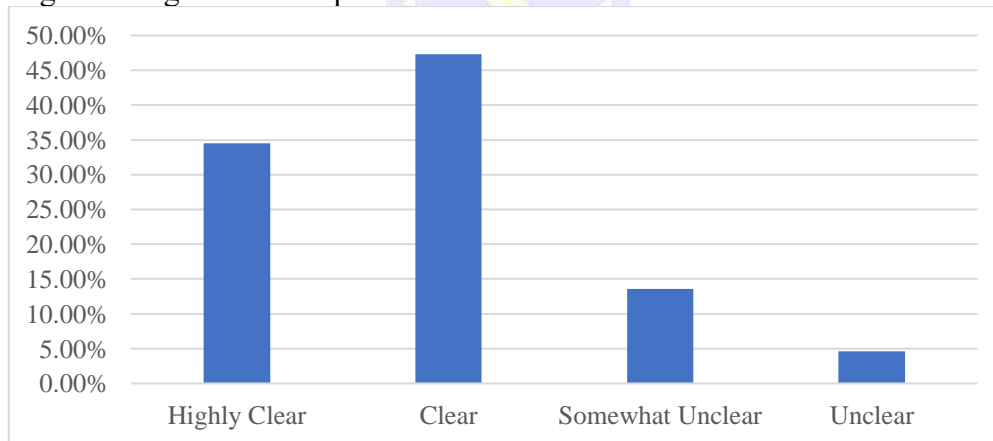

Figure 1: Graphical Representation of the Percentage of Clarity in Instructional Communication

Figure 1 visually illustrates the prevalence of the two categories combined, the number exceeding four-fifths of the sample. It is evident with the visual spacing and the height of the bar that few participants experienced issues of unclear communication. This visual trend also confirms the efficiency of the communication programme in enhancing clarity of teaching and has a tendency to correspond with the data seen in Table 1.

4.2   Positive Student Engagement During Lessons

This table reflects the engagement levels of a number of 110 pre-service teachers with teaching during the teaching practice. The engagement was assessed through direct observations, logs in participation, as well as the behavioural response recorded in classroom records. Having measured the involvement of both teachers and students in the lesson, their levels were classified into four categories according to the number of students partially involved in the lesson that are: High, Moderate, Low, and Minimal levels of engagement.

Table 2: Frequency of Positive Student Engagement Observed

Engagement Level	Frequency	Percentage
High (≥75% students)	31	28.2%
Moderate (50–74%)	56	50.9%
Low (25–49%)	18	16.4%
Minimal (<25%)	5	4.5%
Total	**110**	**100%**

In both Table 2 and Figure 2, the data indicate that more pre-service teachers could attain a moderate to high degree of student engagement. In particular, it was found that 50.9 percent of them worked actively with 50 to 74 percent of students, and 28.2 percent of the educators were also successful at an engagement rate of more than 75 percent. This implies that approximately 80 percent of pre-service teachers successfully engaged at least fifty percent of their students throughout lesson.

Figure 2 gives a bar graph of the table 2 data. It points out the percentage of pre-service teachers whose classrooms had the different levels of engagement of students-they were high. The chart gives a fast overview on general results of the overall classroom interaction of the sample on a comparative basis.
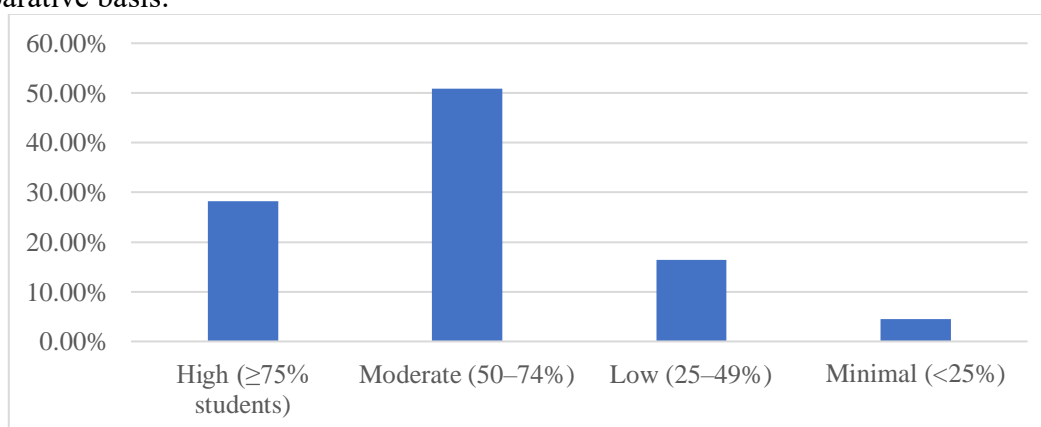

Figure 2: Graphical Representation of the Percentage of Positive Student Engagement Observed

The percentage of the low engagement (25-49 percent) was low (16.4 percent), and the minimal group is a small portion (4.5 percent). These findings indicate that the training on communication had a positive impact on the skills of the teachers to communicate meaningfully with the students and be able to have their attention during the lesson. The visual tendency Figure 2 confirms this finding as far as the prevalence of the moderate and high group is evident.

4.3 Integration of Verbal and Non-Verbal Strategies

The mutually shared verbal and non-verbal strategies tend to be very important in effective classroom communication. This comprises tone, language, gestures, facial expression, eye contact as well as body stance. In order to determine how the pre-service teachers employed these strategies during their teaching practice, the evaluators classified the participants into four categories of those who employed both the verbal and non-verbal as well as exclusively using one and rarely using any of the two. Table 3 shows the number and percentage occurrence of these groups in the 110 who were observed.

Table 3: Use of Verbal and Non-Verbal Strategies in Teaching Practice

Strategy Integration	Frequency	Percentage
Both verbal & non-verbal used effectively	64	58.2%
Mostly verbal used	30	27.3%
Mostly non-verbal used	9	8.2%
Rarely used either	7	6.3%
Total	**110**	**100%**

The results of Table 3 and Figure 3 clearly show that most of the pre-service teachers (58.2%) used both verbal and non-verbal ways of communication effectively, which means, they applied multimodal teaching techniques well. Other 27.3 percent were mostly dependent on verbal onslaughts, and other minute proportions employed only non-verbal tactics (8.2 percent) or used neither as moderately effective (6.3 percent).

Figure 3 presents a bar graph that shows the percentage of how the pre-service teachers use verbal and non-verbal strategies of communication. Complementary to Table 3, this figure provides a visual comparison of prevalence of each of the categories, therefore it is easy to see the prevailing trends of strategy implementation.
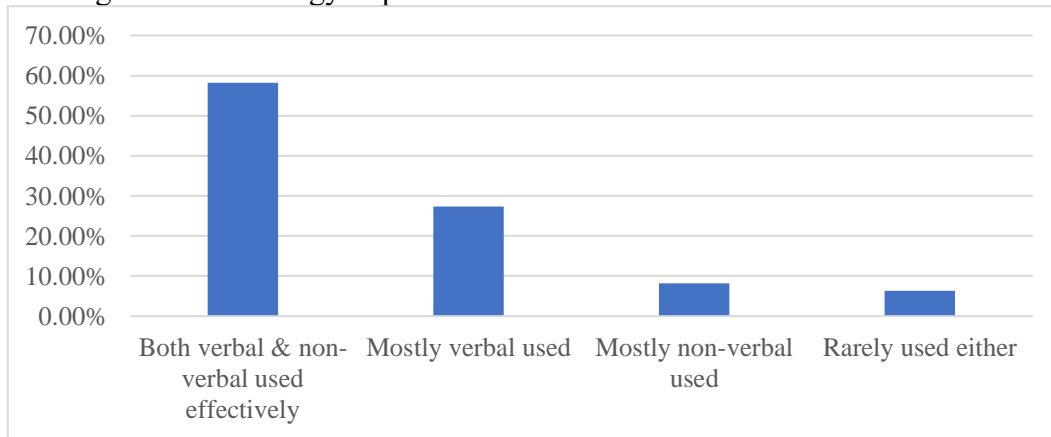

Figure 3: Graphical Representation of the Percentage of Use of Verbal and Non-Verbal Strategies in Teaching Practice

These findings show that the communication programme proved to be effective in stressing on the need to have holistic type of delivery which involves a combination of speech with suitable bodily actions. Only a small percentage of instructors/lecturers are in the group where both approaches are viewed as dissimilar and effective, this is an indicator that the trainings have carried over into the actual teachings to augment the clarity, involvement, and responsiveness of the lessons.

4.4 Classroom Conflict and Miscommunication Events

Classroom communication is much more than the sharing of the content, it implies creating a positive atmosphere in the classroom and taking care of both a respectful and inclusive environment and the absence of any disruption. This part measures the extent to which pre-service teachers were able to reduce conflict and miscommunication in the classrooms during a teaching session. Observers were recording the occurrence of breakdowns or misinterpretations in teaching. Table 4 tabulates the frequencies of conflict or miscommunication incidents in three levels, that is, No conflicts, 12 minor incidents, 3 and above. The table describes the number of teachers that fit in which category.

Table 4: Classroom Conflict or Miscommunication Instances (Observed)

Incidents Noted	Frequency	Percentage
No conflicts noted	72	65.5%
1–2 minor incidents	25	22.7%
3 or more incidents	13	11.8%
Total	**110**	**100%**

The results of Table 4 and Figure 4 show that most pre-service teachers have a very high proportion (65.5%) of using no reported conflict or communication problems during the conduction of the lessons. The result shows a high level of controlling the dynamics of the classroom and encouragement of the respectful learning environment, which is a critical outcome of the communication training.

Figure 4 gives a bar chart depiction of the data illustrated in Table 4. The figure shows the percentage breakdown of perceived classroom conflicts or miscommunications during teaching

practice where a visual comparison can be easily made on the number of times such an incident occurred throughout the sample.
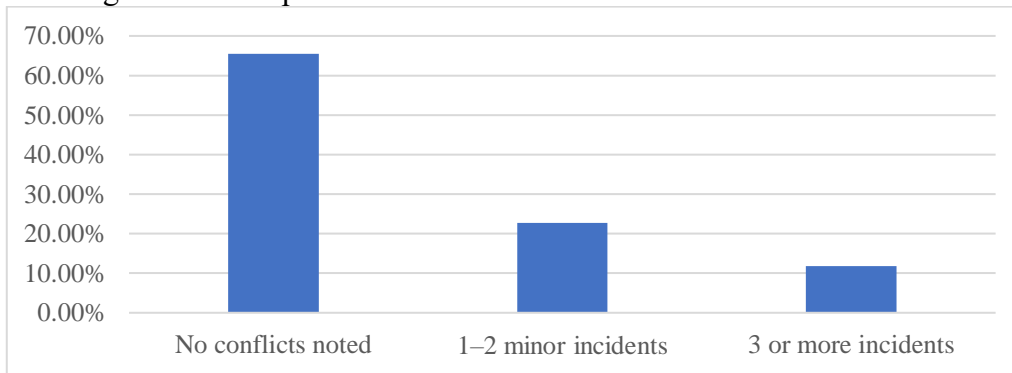

Figure 4: Graphical Representation of the Percentage of Classroom Conflict or Miscommunication Instances (Observed)

Further 22.7% reported 1-2 minor incidents only and this can be an indication of common learning curve issues witnessed during practicums. Not even one in ten felt like they were oftentimes or repeatedly interrupted, meaning that a small number of those surveyed might need additional training in de-escalation and conflict or (adaptive) communication strategies.

5. CONCLUSION

The results of this research thoroughly substantiate that focused communication training is of great and positive influence on the efficacy of a classroom among pre-service teachers. The programme package allowed the 110 trainees involved to acquire the core competencies in various areas of teaching performance. Not the least, most of them showed signs of clear and structured delivery of instructions, student engagement, and the use of appropriate verbal and non-verbal communication techniques: the common attributes of pedagogical preparedness. Such gains indicate that the training did not only assist teachers in communicating effectively, but they also enabled classroom interaction to be active and inclusive. Moreover, the classroom conflict and miscommunication decreased, which implies that the participants were able to react flexibly to various behaviours of learners, with improved classroom management skills and the capacity to control emotional instability. The content of this communication training provided real and practical results, which went beyond the theoretical learning experience and emphasized the integration of such programmes into the curriculum of pre-service teacher education.

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