



## Effectiveness of Pecha Kucha in Enhancing Communicative Competence of B.ed. Students

### KEYWORDS

Communication skill, Communicative Competence, Pecha Kucha, Language Skills.

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### ABSTRACT

*This present investigation aimed at finding out the effectiveness of Pecha Kucha presentation technique in enhancing communicative Competence of B.Ed. Students. Pecha Kucha was introduced as an alternative type of PowerPoint presentation. Pecha Kucha is a fast-paced presentation style that forces students to focus on their message with automated, 20-second slides with little or no text. This study is experimental in nature and a single group design was adopted. The investigators selected 20 B.Ed. English Major Students from Sri Raaja Raajan College of Education, Karaikudi, Tamilnadu based on the Purposive Sampling technique. After conducting the Pre-test, the sample was exposed to Pecha Kucha Presentation technique. And then Post-test was conducted. The results revealed that Pecha Kucha proved to be more effective in enhancing communicative competence of B.Ed. Students. Thus, Pecha Kucha can be used frequently in the English class rooms to motivate the learners to enhance their communication skills.*

### INTRODUCTION

The present investigation deals with enhancing Communicative Competence of B.Ed. students through Pecha Kucha technique. It is important that English language teachers should create an English atmosphere that entails in the English classroom. There are many techniques and strategies have been found to enhance communicative competence. One among them is Pecha Kucha. It promotes creativity and fluency among the students. It makes the presenter to give a speech on the topic with the help of images and little text instead of mere reading of the text. Hence, it kindles the presenter to enhance his/her communicative competence in a succinct manner.

### PECHAKUCHA PRESENTATION

Pecha Kucha is a presentation software format. It means "the sound of conversation" in Japanese. It was first conceived by Tokyo architects Astrid Klein and Mark Dytham, who were seeking a way to encourage student presenters to use PowerPoint in a more organized and succinct manner. Pecha Kucha was introduced as an alternative type of PowerPoint presentation. Pecha Kucha is a fast-paced presentation style that forces students to focus on their message with automated, 20-second slides.

The goal of Pecha Kucha is to encourage the presenter to be concise but also a bit more creative and informal. It is suggested that the presentation consist mainly of images, photos, or graphics with little to no text. These images should advance the story and emphasize the points. And the absence of bulleted text tends to steer the speaker more toward story telling and conversation than a rehearsed and robotic presentation. The time constraint is great for student presentations because twenty seconds is long enough to make a solid point but not enough to prattle.

### NEED AND SIGNIFICANCE OF THE STUDY

In India, English is a language of education from nursery to university. The essence of this is to increase communicative competence of those learners when they leave for the larger society. But the students' communication skill is very poor and not upto the expected level. Limited number of proficient English teachers is the main reason for this sta-

tus. In recent years, there has been an enormous amount of public attention being focused on teacher quality and teacher preparation, the effectiveness of teacher education programmes and teacher professional development. Hence it is the need of the hour to identify and promote the suitable technique to enhance communicative competence of the pre-service teachers i.e. B.Ed. students. Also this problem is education in general and English in particular should be addressed to.

### SCOPE OF THE STUDY

The study focuses mainly on Communicative Competence rather than any aspects of English. It aims at the use of Pecha Kucha in enhancing Communicative Competence of the B.Ed. students who are going to shape the future pillars of the nation i.e., the students and also to measure its effectiveness.

### OBJECTIVES OF THE STUDY

To train the students with Pecha Kucha technique.

To study the effectiveness of Pecha Kucha technique in enhancing Communicative Competence of B.Ed. students.

### HYPOTHESIS

Pecha Kucha technique will significantly develop the Communicative Competence of the B.Ed. students.

Pecha Kucha technique will significantly develop the Communicative Competence of the B.Ed. students irrespective of the selected variable.

### RESEARCH METHOD

The present study is conducted by Experimental method. The single-group experimental design is chosen.

Pre-Test → Treatment → Post-Test

### EXPERIMENTATION

The researcher conducted a Pre-test (Communicative Competence Measuring Test-I). In experimentation, model Pecha Kucha presentations were displayed to the students and the investigator demonstrated a Pecha Kucha presentation. Each and every student displayed 5 Pecha

Kucha presentations. Initially the students were divided into five groups i.e. each group has 4 students for the first two presentation. They were encouraged to give group presentation. As a group, they decided the topic, images, text and oral delivery. Each student talked on 5 slides in the group. In the next three Pecha Kucha presentations, they presented individually. After the treatment, the Post test (Communicative Competence Measuring Test-II) was conducted.

**SAMPLE**

The investigators selected the trainees undergoing Bachelor of Education (B.Ed.) Course at Sri Raaja Raajan College of Education, Karaikudi. The sample for the present study was confined only with the B.Ed. students who have English as their Major Subject. All the 20 English Major B.Ed. students were taken to constitute the sample for the present study through Purposive sampling technique.

**TOOLS**

The main objective of the study is to enhance Communicative Competence of B.Ed. students. To achieve this objective, the tools are developed carefully.

1. Pre-test (Communicative Competence Measuring Test-I)
2. Post-test (Communicative Competence Measuring Test-II)

**STATISTICAL ANALYSIS**

The following statistical techniques are used for the analysis of data.

1. Mean
2. Standard Deviation and
3. 't' test

**TESTING OF HYPOTHESES**

**HYPOTHESIS: 1**

There exists a significant difference between the Pre-test and Post-test scores of the total sample in Communicative Competence.

**Table -1**

The table shows the Mean, Standard Deviation and 't' value of the total sample in Communicative Competence in the Pre-test and Post-test.

Test	N	Mean	SD	't' value	Level of Significance
Pre-test	20	18.10	2.55	20.35	Significant
Post-test	20	32.15	2.78		

**Significant at 0.01 level.**

From the table-1, it is inferred that the calculated 't' value (20.35) is higher than the table value (2.861) at 0.01 level. It is concluded that there exists significant difference between the Communicative Competence of total sample in the Pre-test and the Post-test. The statistical finding proves that the expected Communicative Competence has been enhanced through Pecha kucha presentation technique. Hence, the hypothesis framed by the investigators is accepted.

**HYPOTHESIS: 2**

**There exists a significant difference between the Male and Female students in Pre-test and Post-test.**

**Table -2**

The table shows the Mean, Standard Deviation and 't' value of the Male and Female students in the Post-test.

Test	Gender	N	Mean	SD	't' value	Level of Significance
Pre-test	Male	8	18.13	2.03	0.0348	Not Significant
	Female	12	18.08	2.94		
Post-test	Male	8	33.88	2.00	1.6870	Not Significant
	Female	12	31.33	2.99		

**Not significant at 0.01 level.**

Since the calculated 't' values ( 0.0348 and 1.6870) are lower than the table value (2.552) at 0.01 level, it is inferred that there exists no significant difference between the Male and Female students in scores of Communicative Competence in the Pre-test and Post-test. It reveals that Pecha Kucha has enhanced students' communicative Competence irrespective of their Gender i.e. all the students had chance to enhance their communicative competence. Hence, the hypothesis framed by the investigators is rejected.

**DISCUSSION**

Since the students scored much in Post-test than the Pre-test, it is understood that Pecha Kucha technique is effective in enhancing the Communicative Competence of the B.Ed. Students.

There is no significant difference between the Male and Female students in the Pre-test and Post-test. It indicates that Pecha Kucha could enhance communicative competence of all the B.Ed. students irrespective of their gender.

**CONCLUSION**

Communication skills are important for many professions but are crucial for teachers. Teachers communicate with students, parents, colleagues and administrators every day. Whether communicated face-to-face, on the phone, in print, electronically or through the public address system, the message must be constructed carefully and delivered clearly to be properly received. Hence Pecha Kucha technique should be incorporated in B.Ed. for student presentation which can yield very good results in developing the budding teachers' communicative Competence.

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