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Paper Title: Changing Teacher Verbal Behavior

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Abstract: Teacher preparation programs with specific objectives and emphasizing specific skills will yield specific effects on teacher behavior. Observation- and feedback-providing strategies are effective tools for changing teacher behavior. Effective student learning requires appropriate actions on the part of the teacher including the promotion of a classroom environment characterized by good communication and self-analysis procedures.

Secondary school science and technology teachers in an in-service program in southern Portugal (N=19) were assigned to one of two conditions. Experimental subjects attended an in-service education program consisting of ten two-hour sessions over a three-month period. Both groups recorded two 15-minute interactions with their students. Two observers coded the recordings for instances of verbal **initiating behaviors**, verbal **responding behaviors** and the use of good verbal **human relations behaviors**.

Teachers attending the in-service program exhibited significantly more human relations behaviors and more responding behaviors than teachers who comprised the control group. The ratio of responding to initiating behaviors was significantly higher in the experimental group. The research extends the findings of other authors to a non-Anglo/American culture. The in-service program was effective in developing interpersonal and self-analysis skills and improved teacher verbal behavior.

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Changing Teacher Verbal Behavior

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