

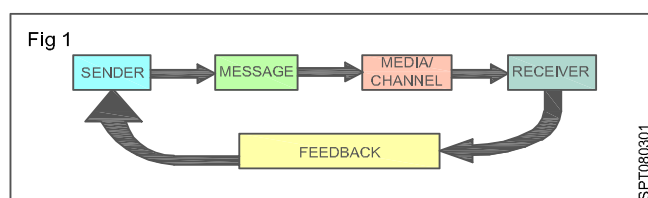
Class room communication

Objectives: At the end of this lesson you shall be able to

- define communication and list the elements
- classify the communication and explain each of them
- describe the 7C's of communication
- explain the listening skill and their tips for improving
- brief the requirement for effective presentation/ communication in classroom.

Classroom communication

Communication is defined as the process of sending and receiving understandable information from one person to another. A significant point about communication is that it always involves minimum of two people - that is, a sender, and a receiver, a message, a medium (channel) for the communication to take place and of course a feedback for the sender as a response from the receiver, as shown in Fig 1.



Elements of communication

Media are the carrier of message / information. There are four types of media used for the communication. They are

- Audio (verbal communication - spoken language, sound, signals)
- Visual (written - printed - picture, graphics, symbols etc.)
- Audio visual (both sound and visual information - like motion pictures)
- Action (non - verbal, signs/ signals - audio visual, television)

Communication can be classified as:

- One way communication
- Two way communication
- Verbal communication
- Non - verbal communication
- Inter personal communication
- Inter - communication
- Intra - communication
- Mass communication
- Formal communication
- Informal communication

Two way communication is effective communication method in general as shown in Fig 2.

Interaction between the Instructor and the trainees is the core of the teaching learning process. This interaction through effective communication the Instructor is able to deliver the subject matter to trainees; by processing the received information the trainee gives the feedback though verbal and performance testing. This results in behaviour changes in learners as shown in Fig 2.

Verbal Communication

Unlike non - verbal communication, verbal communication needs commonly accepted meanings for sounds to be understood by others. In order to communicate it needs a person who not only knows the language but also the cultural context, underlying relationships between the people involved in communication and other relevant details. Verbal communication could either be oral or written. Not all verbal communication is planned and systematised. Animals and birds too use verbal communication, but they have their own language of sounds, grunts, barks, chirps etc., each having its own meaning.

We can also further divide communication as formal and informal communication. A meaning of a sentence changes depending on the context. If a sentence spoken in an informal set up means one thing, it would probably mean something else in a formal context.

Oral and written communication

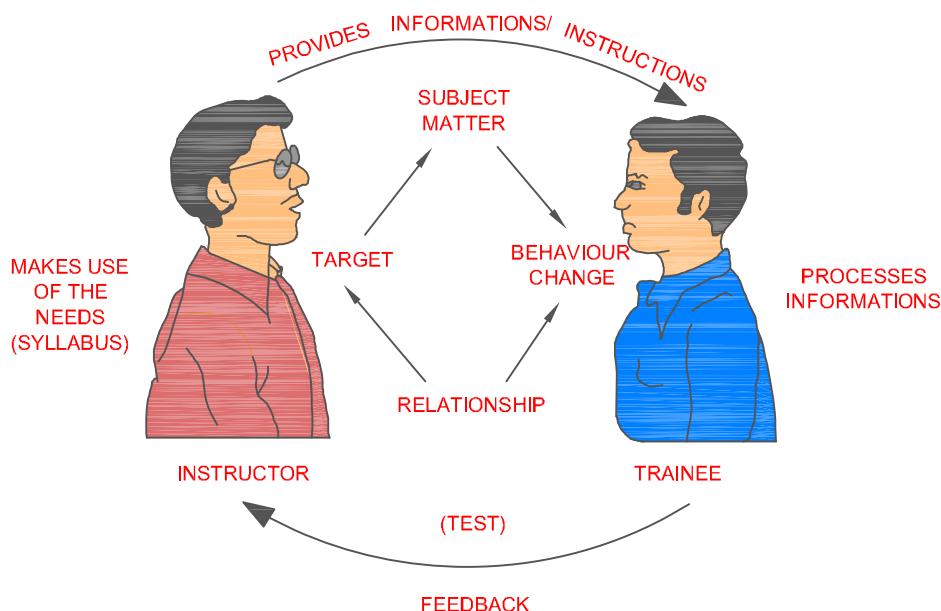
Oral communication is the transfer of information from sender to receiver using words and at times visual aids. Examples of oral communication include discussions, speeches, presentations and face interaction. For effective oral communication, we need to have clarity, brevity (using few words) and precision in our communication.

Benefits of oral communication:

- It is quick and direct method
- Feedback is immediate be it praise or criticism

One problem with this communication is that it cannot be used for documentary evidence.

Fig 2



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Written Communication

Any form of communication that is written and documented from the sender to the receiver is known as written communication. Examples of written communications are letter, memos, academic research paper, reports, newspaper etc.,

Written communication has the advantage of providing records, references and legal evidences. It should have clarity, correctness and logical continuity. In this communication we will not get immediate feedback.

It has its own limitations as it does not have additional help from body language and tone of voice.

Choosing the right words in verbal communication

“Good words are worth much and cost little” by George Halic Herbert

In order to communicate our message to our listeners, we need to choose the right words that clearly express our thoughts. Very often in both informal conversation and public speaking, we make statements that are not very clear. For example:

- Unclear: Let's go to a place where they sell those things we need for the office.
- Clear: Let's go to the bookstore that sells books and school supplies.
- We should use simple words and phrases rather than the complex or difficult ones.

Simple Words

dislike
increase

Difficult words

abhor
abound

- We should use precise words that expresses our thought and feeling accurately. Avoid using vague words. It confuses the listener and does not clearly expresses our intended meaning.

Vague: We had a bad meeting yesterday.

Precise: We had a disorganized meeting yesterday.

- We should use specific words- these identify items within a category while general words refer to an entire category. Specific words help our listeners to form a picture in their minds of the exact images we want them to see.

General word: The purchasing officer bought a lot of THINGS at the book store.

Specific word: the purchasing officer bought pencils, brown envelopes, white board pens, and bond paper at the bookstore.

- Avoid repeated use of 'filler' and favourite' words in your conversation some people have an habit of using them all the time. They add nothing to the conversation, are completely unnecessary and can be very distracting and annoying.

Filler words are words like 'you know', 'sort of'

Favourite words are words like 'obviously', 'actually', 'basically'.

- Avoid using jargons, acronyms, abbreviation, Jargon is familiar to the people who are in the same group and not outsider.

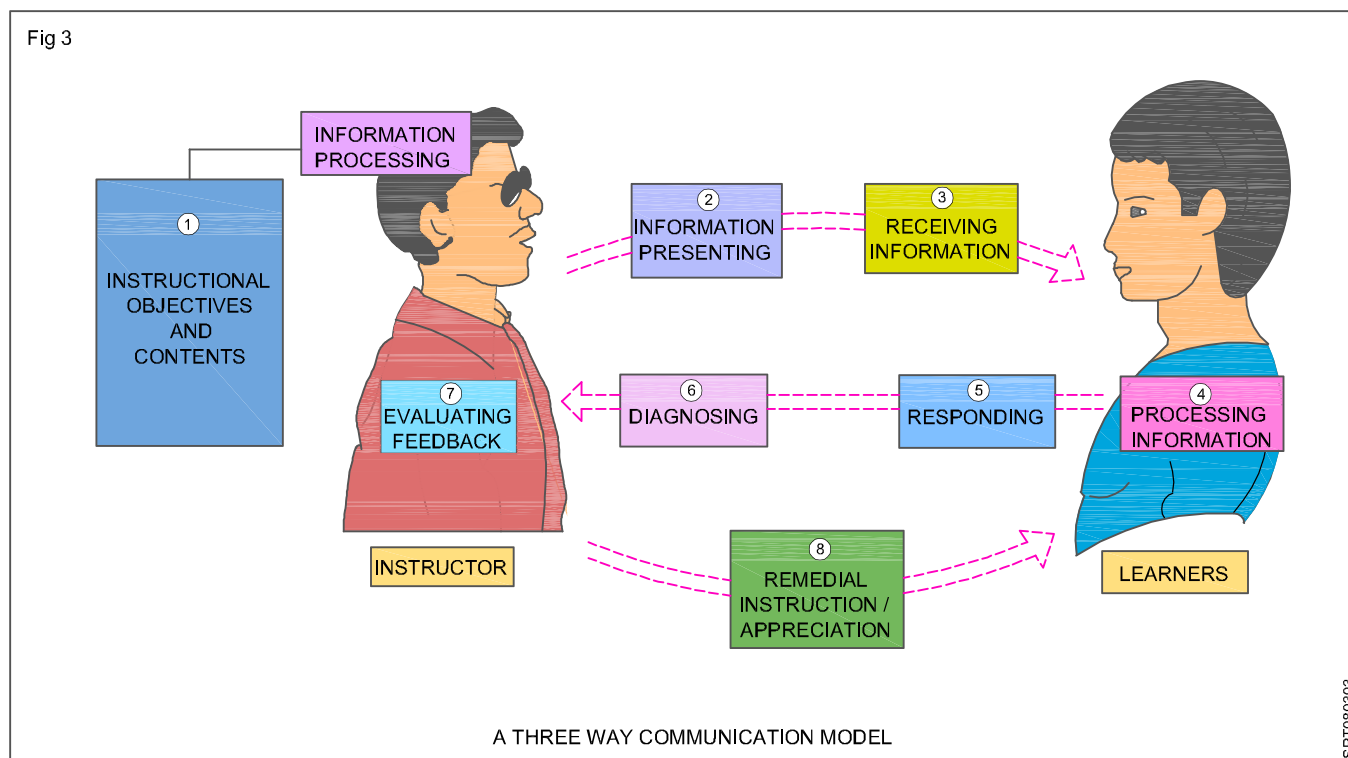
Email

Electronic mail or email is an important means of communication in the modern world. Using e-mail one can have a message delivered within minutes to anyone in any part of the world. By the use of encoding and decoding process at both the ends it can carry audio, visual or actions converted into electronic signals. The only condition is that both the sender and the receiver should have an Internet account or at least access to an internet connectivity.

Three - way communication for teaching learning

The three-way communication model is shown in Fig 3. Teaching learning process using the three-way communication process consists of eight steps of activity.

A learner needs the help of the Instructor when he wants to learn any new subject and to solve any problem. The process of guiding the trainee for learning is explained below:



In step-1 and step-2 the Instructor is processing the content as per the instructional objectives and present the information to the learners (trainees).

In step-3 and step-4 the learner receives, processes the information and responding (step-5) to the Instructor accordingly.

The Instructor diagnoses (step-6) the learner's response and evaluates the feedback (step-7). Depending upon the response, the Instructor appreciates the learner for correct understanding or gives the remedial instruction (step-8) in case of misunderstanding.

The formative evaluation in step-7 and step-8 are important to conduct the effective teaching learning process. The feedback information which has many types.

The formative evaluation in step 7 and step 8 are important to conduct the effective teaching learning processes.

The feedback information which has many types. For examples, in responding to his behaviour, teacher, say: "good." "wrong", "no", "well", "hum", "wonderful",

"interesting" and some times repeats and summarizes learners opinions. Sometimes teacher gives many non-verbal communication like nodding, smiling, winking and making gestures.

The barriers of communication

- **Physical barriers** (Environmental, external)
- **Semantic barriers** (science of development of symbols)
- **Multi valued words: Homo phases** (sounds - Eye, I; ear, hear)
- **Homograph** (spelling same, but gives different meaning different) slip, fan
- **Psychological/ personal/ social barriers** - Value, emotion, judgement, feeling, zonal etc.,

The expectation of communication

The usual communication at work involves more than receiving, there is also an expectation of **understanding, acceptance, assimilation and action.**

A communication may make others to hear him, but he cannot make them to understand him. “**Understanding**” is required for effective communication. Understanding is personal and objective and it can occur only in the receiver’s mind.

Communication aspects

- **Physical aspects:** Voice modulation, Eye contact, standing posture, Gestures (body languages).
- **Academic aspects:** How to introduce the subject, Objectives/ developments, giving examples whenever necessary and conclusions.
- **Understanding the receiver:** I know type, Emotional type, understanding social, economical status and responsibility.

Classroom communication

To make the classroom communication more effective the instructor should ensure that the receiver (trainees)

- Receives the message
- Understands the message
- Accepts/ assimilates the message
- Uses/ applies the message
- Gives the feedback.

7Cs of communication are as follows:

- **Clear:** Choose short, familiar and conversational words, construct effective sentences using simple languages.
- **Complete:** Answer all the questions, give examples and use illustrative visual aids. Give something extra whenever required. check for 5W’s and 1H. (What, Why, When, Which, Who, How)
- **Correct:** Use correct level of language, relevant figures. Use and show non- communal, religious, regional matters.
- **Concise (Brief):** omit confusing message, Avoid unnecessary repetition, Include related facts only. Organise more effectiveness.
- **Courteous:** Be sincere, appreciate, tactful and thankful. (Omit irritating words which will hurt others.)
- **Concrete:** Use specific facts and figures. Put action in verbal communication. Choose image building words. Grant and apologize whenever necessary.
- **Candid:** Feel to speak and frank to accept the trainee’s view point.

Major barriers in organising communication are as follows:

- Badly expressed message

- Failure to select proper medium
- Loss by transmission and poor reception
- Treating inferences as facts.
- Premature evaluation
- Boss conscious and fear
- Feeling of insecurity
- Disturb/ lack of faith on communication
- Insufficient adjustment period
- Inattentive
- Listening to grapevine
- Misinforming with facts
- Failure of communication

Listening Skills

Listening skills play a major role in the success of one’s communication skills. Only a good listener can be a good speaker.

Nobody is born with good speaking skills at the time of birth. A baby starts speaking, only by listening to the words spoken by his family members.

It is assumed that when the teacher is teaching, students listen. But this is not true. Students do hear, but they don’t really listen.

All students do not listen in the same way. But this is not very obvious to the teacher who continues to lecture the students who hear the lecture, but do not actually listen to it.

Hearing Vs Listening

Hearing is simply the act of perceiving sounds by the ear. Hearing is just a physical activity. Listening, however, is something you consciously choose to do. It requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning.

Listening

Listening is an active process by which students receive, construct meaning from, and respond to spoken or nonverbal messages. (Emmert, 1994) Listening makes the other person feel worthy, appreciated, interesting, and respected.

Ordinary conversations become more meaningful, as do our relationships. When we listen, we foster the skill in others by acting as a model for positive and effective communication. We always learn more when we listen than when we talk. Listening skills fuel our social, emotional and professional success, and studies prove that listening is a skill we can learn.

Active Listening

Active listening is not just decoding of words but considering other factors when interpreting message - context, personal experience and feelings, facial cues, pitch, loudness and rhythm. A simple verbal message will not give complete meaning. The context, the personal relationship, facial cues, the way the message is delivered colours the meaning of the verbal message.

Triple-A-Listening

Good listening is built on three basic skills: Attitude, Attention and Adjustment. These skills are known collectively as Triple - A - Listening.

Attitude: A constructive attitude is to be maintained for good listening. It paves the way for open mindedness and prepare for mental reception of orally presented material.

Attention: Attention is to encourage persons to be active in their attempts to concentrate. When you actively listen, words enters into the memory where they are processed into ideas.

Adjustment: Adjustment in listening helps to obtain the desired information no matter what the presentation style or distraction might be. Adjustment encourages students to ask questions if they don't understand it.

Tips for Active Listening

- 1 Face the speaker. Your body language should reflect your interest in the message you are listening to. Sit up straight or lean forward slightly to show your attentiveness through body language.
- 2 Maintain eye contact to the extent to which both the listener and the speaker remain comfortable. If there is no eye contact, it reveals your disinterest in talk/ conversation.
- 3 Minimize external distractions. Turn off the television and mobile phones. Put down the magazine or book which you are studying.
- 4 Respond appropriately to show that you understand. Responses like 'umm', 'really', 'oh', 'what happened then' etc show that you are listening.
- 5 Focus solely on what the speaker is saying. Try not to think about what you are going to say next.
- 6 Minimize internal distractions. If your own thoughts keep intruding, simply let them go and continuously re-focus your attention on the speaker.
- 7 Keep an open mind. Do not make any assumptions about what the speaker is thinking.
- 8 Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After

you ask questions, paraphrase their point to make sure you didn't misunderstand. For example, 'So you are saying...'.

- 9 Wait for the speaker to complete what he wants to say. Even if he is complaining against you, wait for him to finish. Then you can defend yourself.
- 10 Do not give advice unless the speaker asks for it.

Types of Listening

• Comprehensive (Informational) Listening

In this type, we listen for getting some information. Listening to railway or flight announcements or listening to the teacher's lectures, listening for any kind of information will come under this category. The content of the message is very important.

• Critical (Evaluative) Listening

As you listen to the message, you don't just get the information, you also judge the message. You evaluate using your own critical thinking skill and understand the message based on your thinking. Listening to questions in an interview fall under this category.

• Appreciative (Aesthetic) Listening

This type of listening is basically listening for pleasure. Listening to songs or some kind of pleasure falls under this category.

• Therapeutic (Empathetic) Listening

Sometimes we listen not for getting information or pleasure. Being social beings, we need to interact with other people. At times, we end up listening to other people's problems.

Skills Associated with Listening

- Listening for the main idea - students listen to identify the overall ideas expressed in the whole speech/ talk/ conversation/ recording.
- Listening for details - students listen for groups of words and phrases at the sentence level.
- Listening for specific information - students listen for particular information at the word level.
- Predicting - students try to guess key information contained in the speech sample before they listen.
- Inferring meaning - students listen to identify the difference between what the speaker says and what they actually mean.
- Identifying emotion - students listen to identify the mood of certain speakers.
- Listening for opinions - students listen to identify the attitude of certain speakers.
- Inferring relationships - students listen to identify who the people speaking are and what the relationship is between them.

- Recognizing context - students listen to audio/ background and contextual clues to identify where the conversation takes place, who is speaking, etc.
- Retaining chunks of language - student are able to retain language so that it improves their speaking skills too.
- Recognising stress patterns, rhythmic structures, functions of stress, intonation to help in their pronunciation
- Recognising grammatical word classes - improves their knowledge of grammar structure
- Detecting key words
- Identifying coherence in discourse
- Knowing the difference between literal and applied meaning
- Detecting sentence constituents

There are many more sub skills involved in listening skills. But they are in a way connected with the above skills/ sub- skills.

Benefits of developing good listening skills

(i) Successful Time Management

Learners with good listening skills generally follow directions correctly the first time they are given. This means they spend more time on the task, not on asking for clarifications. Active listening skills enable Learners to use their time more judiciously.

(ii) Educational Success

Learners who are active listeners use new information more productively. They are better equipped to access their prior knowledge, which allows them to make connections with new information. It also enables them to decide how to use this information. Active listeners filter information, connect to what is important, use it and store it in a meaningful way. In consequence, they often seem to have a better grasp on academic content than their friends who listen more passively.

(iii) Interpersonal success

Active listeners tend to have more successful interpersonal relationships. Their active attention supports the speaker and helps build his confidence. As the speakers feel that they are genuinely listened to, they feel they are valued. This promotes feelings of trust and respect which in turn makes the speaker more likely to co-operate with the listener in even future endeavours.

Tips for improving communicative skills

- Find out what your listener wants. (Plan your communication well)

- Think before you talk. (Know what you want to say)
- Write a purpose statement. (Believe in your message)
- Select proper channel (Sound, picture, Action) and follow.
- Tell it right. (Get to the point quickly)
- Use mind mapping. (Explain abstract words)
- Control fear (Encode and decode properly)
- Ask questions. (Avoid daydreaming)
- Summarize. (Repeat major points)

Classroom techniques for communication

Voice

- Speech must be clear and free from grammatical errors.
- Always use simple language.
- Pronunciation must be clear.
- Speech must be forceful and purposeful.
- Voice must be well modulated and must be pleasant.
- Delivery of speech must be such that everyone feel that you are addressing him personally.
- Important points must be emphasised by raising the pitch of voice.
- Do not shout, Mumble or whisper.
- Adjust the speed with which you cover the subject matter to the level of the learners.
- There should not be undue pauses and unnecessary repetition of words while speaking.

Gesture

Purposeful movement of body is to convey an idea to supplement oral statement. It may be the movement of Eyes, Head, Hands, Facial expressions with purpose to convey or emphasise the message. Over done becomes mannerism; be cautious.

Posture

- Always stand in front of the class while teaching.
- Supervise the learning activity.
- Never stand showing your back to the class.
- Break monotony and make use of humour.
- Always make the trainees laugh with proper learning.