

Lecture 8: Communication in the Classroom

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- Non-Verbal: body gestures, actions, movements, symbols etc.
 - examples: eye gaze, mouth expressions, upper body movements, head movements...
- Visuals: real things, models, print media, audio-visual media
 - Examples: (films and video programmes), computer programmes, makeups, designs charts, maps...

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OBJECTIVES

- At the end of this lecture, the learner should be able to:
 - Define the term communication
 - Describe the scope of communication
 - Describe different modes of communication
 - Explain the models of communication
 - Discuss barriers to effective communication

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Purpose of Communication

- ❖ The main purposes of communication are:-
 - Transmission of information, emotions, cultural values and insights
 - Persuasion: to change, to affect, to influence behaviour in order to adapt to or to act in a certain way according to the expectations of the source/ speaker/ instructor

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Scope of Communication Process

- Communication is used by people in various ways using three modes.
- Communication scope usually is very broad
- People may communicate on many levels, for many reasons, with many people in many ways as in verbal, non-verbal and visual modes.

Modes of Communication

- Verbal communication is used widely in ones daily life routine awake through the use of languages and print media, audio and in audio-visuals

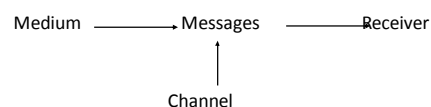
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Communication Models

Communication models are used to elaborate how the transmission of information (messages) takes place.

Fig. 1 McLuhan's Model –
(Semantics of Communication Formation of meaning's)



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- ❖ McLuhan’s model asserts that:
 - Medium is the Message (source)
 - Meaning of the Message is with the Receiver
 - Medium is the Extension of Man (channel)

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- Berlo’s SMCR(F) Model (Communication Process)

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Fig. 2 Shannon and Weaver model (Telephone Communication)

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Communication Barriers

- Communication would not be effective if communication barriers are not removed.
- These are
 - The common difficulties an instructor would encounter in the process of instructional delivery.
 - Background of the learner
 - mode of delivery (verbal, non-verbal, visual)
 - Level of understanding – academic, cultural,
 - Styles of delivery

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- Laswell Model (verbal communication)
- Who says What to Whom and When through What Channel with What effect

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- » Language
- » Age
- » Sex
- » Socio-economic status
- » Cultural
- » Racial/ethnic
- » Environmental/university/club/political/ interest groups
- » Religions
- » Environment

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Communication in the Classroom

- The process of communication is vital if some learning it to take place in a classroom
- In the communication process, there are two main points; the source and the receiver. The source send the information or and the receiver plays role of the message recipient.
- A communication channel is used to transmit the message between the two points. The communication channel can be either verbal or non-verbal

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Using a writing board in a classroom

- There are times when a teacher writes on the chalk/white board to make short notes as the lesson progresses or writing rare/difficulty words. For effective use of the writing board;
 - ✓Organize the board for effective use
 - ✓The board should be positioned at a point where the students can read your writings without difficulties
 - ✓Ensure writings are legible and accurate
 - ✓Ensure that letters are bold and large enough

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Communication in the Classroom

- In a classroom situation, the teacher usually initiates the communication process i.e. plays the role of the source while the student is the receiver i.e. plays the role of the recipient
- Classroom communication uses the verbal and non-verbal channels

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Using a writing board in a classroom

- ✓Frequently check on board by reading through your work to be sure there are no content or spelling errors
- ✓Occasionally check the students' note books to ensure that they are writing the correct content

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Strategies for improving verbal & non-Verbal communication

- Employ appropriate voice volume
- Your voice should be of appropriate pitch (how high or low the voice is)
- Ensure clarity in pronunciation of words – use proper language
- Face the audience (Students) – maintain eye contact with individual and whole class
- Give brief notes with clear, legible and accurate writing
- Use facial expressions
- Be dynamic (mobile) and enthusiastic
- Vary tone of the voice

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Class Room Control And Sustaining Attention In The Classroom

- Some suggested strategies of sustaining classroom attention include;
 - ✓Use stimulus variation or attention drawing signals in class e.g. pausing, hand signals; use of pictures and making occasional calculated movements up and down the class or opposite the sides instead of standing or sitting in one place
 - ✓Establish inceptive contingencies e.g. let students have five minutes to sketch on item and after that pick or a few to draw on the chalkboard or to explain their diagrams to the class

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Class Room Control And Sustaining Attention In The Classroom

- ✓ Use of feedback-comment on a student's performance positively
- ✓ Avoid distraction such as noise and disorganization of the classroom especially during group work
- ✓ Use dramatic examples such as humorous comments
- ✓ Give students adequate work to keep them busy
- ✓ Vary your mode of delivery, tone and voice during teaching
- ✓ Look out for signs of fatigue and restlessness and address them appropriately and promptly

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Lesson Delivery Techniques

- a) Use clear and loud enough voicing in a lesson
- b) Organize your content in such a way that your points are delivered in some order or pattern
- c) Begin lessons by giving clear instructions
- d) Use semantic markers – words or phrases which serve as signals for the meaning and structure or pattern of the lesson. They are linking phrases. They tell how ideas are organized and emphasized. The importance of using semantic markers are;

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Class Room Control And Sustaining Attention In The Classroom

- ✓ Use active words that lead to enquiry when giving students assignment e.g. demonstrate, construct, clarify, discuss, investigate, evaluate, create, imitate and describe
- ✓ Closely supervise individual laboratory activities

Note: For these suggestions to be realized, students need an attractive environment, conducive to learning, suitable and sufficient resources and good working equipment.

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Lesson Delivery Techniques

- ✓ Linking, listing or sequencing to help learners to identify the main points and pay attention at such word e.g. uses of word like firstly, secondly, thirdly, next point etc
- ✓ They show the learner the cause and effect relationship between one idea and another e.g. through use of words like so, because, therefore, since, etc
- ✓ They are used to indicate that the teacher is going to illustrate a point by giving examples e.g. use of words such as for instance, let's take, for example, etc

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Lesson Delivery Techniques

- Some people claim that teachers are born not made.
- While this might be right, there are some basic techniques which are key in the delivery process when teaching.
- If most of these are applied correctly by any teacher, then the lesson is likely to be effective.
- For effective lesson delivery;

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Lesson Delivery Techniques

- ✓ Used to introduce an idea which runs against what has been said or going to be said e.g. use of word like but, nevertheless, on the other hand, and yet, although, etc
- ✓ They can be used for summing up e.g. to summarize, it amounts to this, in other words, if I can just sum in a nut shell, what have I been saying
- ✓ They can be used for emphasis e.g. use of word like it is worth noting that.., I would like to direct your attention to..

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Lesson Delivery Techniques

- e) Minimize the use of colloquial language e.g. no hidden tricks up the sleeves, expect you to have all these at your finger tips
- f) Explain or define technical or special word in a subject e.g. use of the term **volatile memory** in computing - Keep it short and simple (KISS)
- g) Maintain classroom control and establish a positive classroom environment
- h) As a teacher, play the role of a role model
- i) Develop positive teacher/student relationships
- j) Maintain student attention
- k) Make a smooth transition into next subject

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Reflection Questions

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