COMMUNICATION SKILLS FOR EFFECTIVE TRANSACTION OF CURRICULUM IN FUTURISTIC CLASSROOMS

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'Communication' has been considered as the fundamental social process because human beings interact with each other through communication in social set-up. In school situation, class-room has its own social set-up in which the teacher and students act and interact. During interaction, the main purpose of the teacher is to communicate content to students in effective manner whatsoever he wants to communicate. For this he adopts particular method or strategy of communication as per the nature of the content. The method may vary from the traditional one to most recent one based upon certain psychological principles. Each method covers various skills which facilitate communication in the classroom. The basic questions arising at this juncture are like, what is communication? What are the effective ways of communication? In this reference it is advocated that communication is an art and mastery and moreover it makes teacher's job easier. Moreover, no social life can be imagined without communication. It is well-known fact that more than eighty percent of our active lifetime is spent in one or other from of communication i.e. sending or receiving messages with other. Either we are communicating verbally or non-verbally, through writing or through other modalities. Communication is essential in each and every sphere of life e.g. family, work place, friendship, politics, academics or any other profession. The success depends upon the use of skills of communication.

The Elements of Communication

It is a process of transmitting meaning from one person to another person. It is more than conveying meaning because the meaning conveyed should also be understood. For instance, if someone speaks in a particular language and others do not know the language, the person speaking that language will not be understood. Therefore, communication includes both the transfer as well as understanding of meaning. In classroom, the Communication will be effective only when the teacher transmits a thought or an idea, and students get exactly the same meaning as the one held by the teacher. During teaching there should not be any distortion in the Communication process. The process and elements of Communication are shown in fig.1
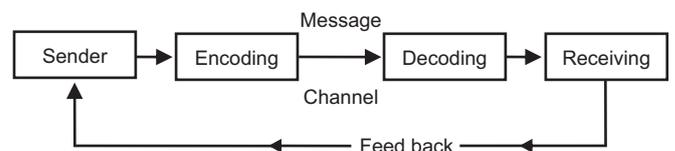

Figure 1: *Elements of Communication*

There may be certain points of distortion during communication e.g., if the sender is unable to consolidate and organize the message properly there can be a problem. Similarly, if other factors like encoding is not done properly, or reception is poor, it can cause a problem. A skilled communicator is able to handle such problems. As a teacher one needs to be a good communicator. There are two aspects of communication i.e. speaking and listening which makes the core of inter-personal communication, thus, for effective communication, speaking and listening should be hindrance free. There may be various factors like artifacts, amount of information, noise etc. which can effect the communication process.
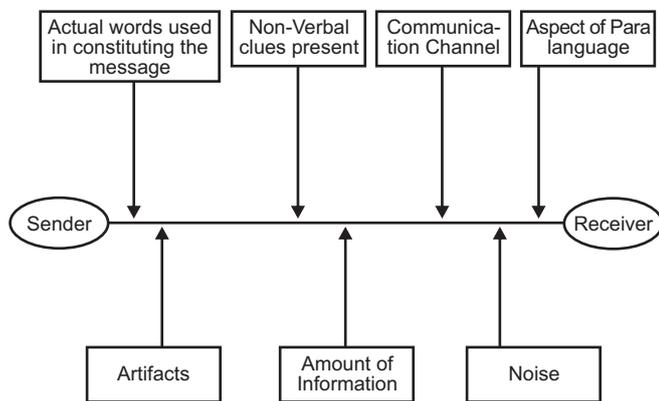
Figure 2: *Factors influencing communication*

Factor influencing communication must be detailed out:-

During communication both the core component that is speaking and listening should be effective. For this, teacher can make use of certain tips which are given in proceeding paragraphs.

For Effective Speaking

In classroom situation, there is face to face interaction between teacher and students in a particular context. A good teacher pays attention to the context a well as the students with whom communication is taking place. While doing so he can benefit a lot by observing the following tips :-

- Use of pronouns like 'I' 'we' and 'me' is helpful
- Organize the thoughts and contents of communication before speaking.
- Maintain eye contact while speaking to students. One should be sensitive to the body language of the students. It provides feedback and a good teacher gathers strength and accordingly monitors communication process.
- Use body language appropriately. It has great role in enhancing the impact of communication.
- Use the range of voice quality (e.g. pitch, volume, intonation) to a fullest possible way. It helps in demonstrating the teacher's involvement.
- Try to ensure that the perspective of students and teachers are the same. If the two are at the same wave length, the communication will have great impact.

- Select the proper channel of communication. Today many options are available to make the message effective, salient and understandable Audio-visual aids and multimedia are quite helpful in creating the impact.

For Effective Listening

Generally, we take 'listening' for granted because we do not know the difference between hearing and listening. Hearing is like receiving sound and does not necessarily result in listening whereas listening involves paying attention to the sender and interpreting and understanding the message. Apparently, all of us assume that we are good listeners. That is not necessarily true. We often fail to attend the message given by speaker. The following tips may be useful to effective listening:-

- Maintain eye contact with speaker during interaction.
- Show affirmative head movements at appropriate places with right facial expression.
- Avoid districting actions like playing with chalk, duster, pen, look at watch etc. while listening.
- Ask questions for clarification
- Use paraphrasing. In other words, restate the received message in your own words if necessary.
- Avoid interruption while the speaker is speaking
- There should be smooth transaction between the teacher and students.
- Avoid over talk.

Role of language in transaction of curriculum

Language plays a crucial role in effective transaction of content and the class language should be simple, clear and comprehensible. Generally, we use language differently and follow different patterns of speech in different settings. In professional circles, language is used with a lot of jargons and technical usage. That style makes communication in normal situation difficult. Therefore, it is important that we stick to the use of language with minimum differences in order to make communication more effective. We assume that the words used by us or others have the same meaning for the students.

This of course is often incorrect and create distortions in communication process.

Role of Non-Verbal Communication

As we know that without use of spoken words we also communicate through body language. We use various gestures and postures, hand movement and facial expression to communicate an idea or information. This aspect of communication comes under body language or Paralanguage. It often accompanies oral language to impress upon the listener. In order to be effective in non-verbal communication as a teacher, one should follow the following suggestions

- Remember that face is the primary site for expressing feelings and emotions. Be careful about your facial expressions.
- Through body movement, one can express both specific and general messages and communicate to others.
- Voice carries both intentional and unintentional messages.
- Appearance helps one to establish his or her personal identity and style.
- Touch is an important vehicle for conveying warmth, comfort and reassurance.
- Like touch, time and space are used to assert one's authority. Punctuality or choosing a space to stand or sit in class room often shows your ability to assert. So, these things should be chosen carefully.

Communication and Technology

Technology provides faster and more efficient equipments for all the aspects of transaction of content in the class. The choice of technology is determined by the exceptions of the students, time and cost involved, nature of the message and presentation requirements. Time is becoming an important consideration in communication. People want faster communication but it should be decided in the light of content to be communicated in the class. In addition, the cost of communication is equally important. Whatever the technological facility available at school, that must be fully utilized by the teacher. The nature of message to be communicated (e.g. Idea, diagram, tables etc.) also determine the use of technology. Apart from this, the requirement of presentation (eg. Personal, group, large audience etc.) also determine the mode of technology. For instance, power point presentations with the help of LCD{Liquid Crystalline digital} projector makes presentation more effective in its impact.

How to be an Effective Communicator in the futuristic class-room situation?

To be an effective communicator, there is a need to overcome the barriers that occurs in the process of communication. We can classify all the related problems under three main domains, i{A}creation of message, {B} control of noise and provision {C}feedback. Effective way of tackling above mentioned problems may be as follows:

Creation of Message :

The message should be created carefully so that it may reach to the students without any distortion. Guidelines mentioned below may be helpful in this direction:-

- Know about the students who are the targets of your communication. In order to bring your students nearer to you, you need to know the background and levels of understanding of the students. This will help to understand how the message will be received and responding to. Teachers should try to develop the credibility to generate a relationship of trust.
- Inform the students or share with them about what they should expect. If you tell the purpose and key point of the message, a framework will be created with which the teacher and the students share common meaning.
- Structure subject matter or message in such a way that it becomes memorable.
- Use of a concrete and specific language, that is, use words that evoke physical impressions.

- Keep individual differences in mind while conveying the content in the class.

- Try to exclude any information that does not directly contribute to the purpose of communication. This will make learners focused.

- Try to indicate to the learners, the connection of new information to existing set of ideas.

- The information must be meaningful to the students.

- Try to high light and summarise the key points of the taught content in the end of the lecture. You may use words and body language to this end.

Reduction of Noise :

It is of immense importance that the taught content should reach the students. For this purpose, teacher needs to take extra care. The following points may be useful :

- Try to remove the possible sources of interference.

- Choose communication channels and medium which do not interfere with the content presentation.

- Select a method which is capable of attracting the attention of students. If content is written it should be made appealing. If you have to deliver it orally try to remove physical barriers. A quiet location with adequate lighting and acoustics will make communication effective.

- During face to face communication avoid interruption due to telephone call, walk in visitors etc.

Facilitating feed back :

Providing the students, an opportunity to give feedback is important for effective transaction of content in the class. While preparing/delivering the content, be clear about the amount of feedback that is needed. Feedback is usually good but it reduces communicator's control over the situation. Feedback may be made more useful by planning how and when it should be accepted. Teacher's receptivity and frankness is also important.

A model for Teacher-student interaction in Class-room

On the basis of degree of involvement of teacher and students, the teacher student interaction may be classified into four categories. These are :-

a) Teacher-driven interaction

b) Learning driven interaction

c) Child-driven interaction

d) Resource-driven interaction

The characteristics and qualities of interaction behaviour of teacher and learners under each category is shown in the model presented as follows:

	Higher Teacher Involvements	Lower Teacher Involvement
	Learning-Driven	**Child-Driven**
High Child Initiative	→ Learning processes are highlighted ● Teacher-structured with frequent reinforcement. ● Teacher finds opportunity to rehearse rules ● Children do as others require ● Learning though prescribed steps ● Activities are not negotiable ● pupils task is to absorb content ● Context is irrelevant	→ Learning is managed for pupils by the teacher ● Teacher & pupils decide together how to peruse a task ● Teachers guide and negotiate ● Children are seen as active partners ● Learning arises from joint problem solving ● Activities provide opportunities for dialogue ● Pupils work collectively ● Context is made explicit
	Teacher-Driven	**Resource- Driven**
Low Child initiative	→ Learning is managed for pupils by resources ● Teacher relies on set resources to structure learning ● Teachers monitor pupils progress on set task ● Children follow the demands of the task/resources ● Learning is to be occupied ● Activities are for their own sake ● Pupils work unassisted ● Context is implicit to the task	→ Learning is managed by pupils for themselves ● Pupils decide how to organize their learning ● Teachers assist with advice and resources on request ● Children peruse their interest ● Learning is exploration & discovery ● Activities are tailored to the individual needs. ● pupils are expected to motivate themselves

The teacher axis runs vertically and represents the degree of teacher activity in the learning interaction which ranges from 'high' to 'low'. A learner axis runs horizontally and represents the degree of learner initiative which ranges from 'high' to low. The model thus plots two key variables in any teaching-learning interaction. These combine to give four distinct 'quadrants of interaction' i.e. teacher driven, resource-driven, child-driven and learning-driven.

The type of the interaction in the class room will depend on the nature of contact and level of the student resources available and teacher pupil's motivation during the teaching learning interaction.

Conclusion

It is very clear that better communication gives better opportunity. This is the age of multimedia and technology. Media approach is so fast that learner wants more information regarding current knowledge and communication skills are very important for future learner.

It is well known fact that communication is an art. Communication requires core skills which inter relate the expressive and receptive areas of the language arts. They include experiencing, observing and thinking skills which are developed through listening, speaking, reading and writing.

There is close interrelationship among expressive, receptive, experiencing, observing and thinking skills. The relationship can be presented graphically which shows the closeness among above mentioned communication skills. Figure depicts the close tie among them.
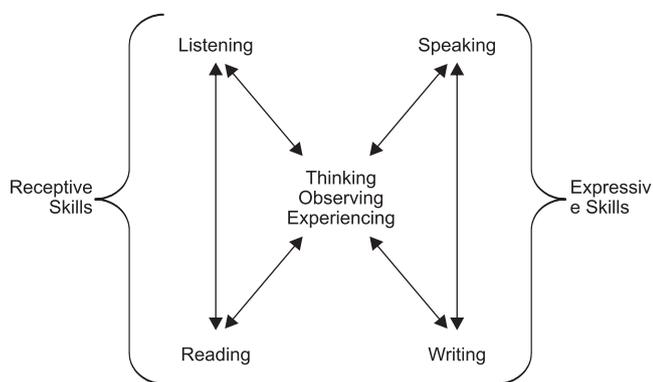

Figure 3: *interrelationship among the communication skills*

In a nutshell, it may be concluded that teaching-learning process includes expressive and receptive skills which covers four pillars of communication i.e. speaking, listening, reading and writing. All these are further affected by thinking, observing and expression ability of the individual and ascertain the effectivity of classroom communication. Hence, it is the prime concern of the teacher to give proper weightage to each of the components discussed so far in preceding paragraphs.

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