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Classroom Communication Technology

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Abstract

A teacher has to pay a role of technician by learning the art and science of teaching. In this sense, teaching must be regarded as a technology which a teacher should try to know and practice well if he/she wishes to do his/her job quite effectively, Besides considering teaching as a quite technological task, the teacher must also know that it is a multisided interaction process. It comprises a number of variables and is ultimately related with the process of learning. A teacher can never teach in vacuum. The pupil's presence is essential for carrying out the task of teaching and the objectives of teaching can only be accomplished with the help of suitable teaching-learning material, method and devices, and teaching-learning environment, teaching techniques/strategies, audio-visual aids i.e. in total the whole communication process. Here in this article the concept of communication process, types of communication and factors of effective communication are discussed

Keywords

Classroom Communication, Verbal and Non- Verbal Communication, Types of Communication, Effective Communication

Introduction

Communication is defined as the sharing of ideas and feelings in a mood of mutuality. Etymological derivation of this term communication also supports the above line of thought. As is commonly known the term communication has been derived from the Latin work 'communis' meaning 'common'. In this sense as a verb the term communication stands for an act of sharing commonness or common understanding and experiences with others.

Significance of the Study

Communication plays an effective and essential role for running the show of any formal or informal teaching-learning process. In many ways, teaching is communicating and in this sense good teachers are always good communicators. It is also equally true for the learners. Good learners are always good receivers and good responders. In this way communication, is a vehicle or tool for running the show of teaching learning act.

Objectives of the Study

1. To describe the concept of communication and communication process.
2. To describe the classroom communication in verbal and non-verbal forms.
3. To describe the types of classroom communication.
4. to study the factors of effective classroom communication.

Concept of Communication

Communication, in its literal sense, stands for the act of communing. One can communicate his ideas, thoughts and feelings etc. or transfer any type of information and knowledge to others through this act of communication. For this purpose he may also take the help of some instruments, appliances or devices like telephone, teleprinter, telegram, fax, E-mail, radio broadcasting, telecasting etc. In this sense, communication may be taken as a one sided transaction of a piece of information, knowledge, ideas, thoughts and feelings from a person to another person or persons at the receiving end., However, the meaning of the word communication cannot be limited to such one way transmission. It is always a two sided affair. The source of transmission and its receiver equally share and participate in the communication process.

Consequently, in this way, communication is to be taken as a sharing process. What we know or have in ourselves in the shape of ideas, thoughts and feelings is shared with others through the proce3ss of communication. For this purpose we convey or transmit it as a source of communication or transmission though the help of some or the other media of transmission preferably in the way being well received by the receiving person or persons. The person or persons on the receiving end try to receive and respond to it for the necessary interaction with the source of transmission.

Communication Process

Communication as a two way process involving interaction between the two or more persons on giving and receiving ends in carried out in a cycle. Six main components or elements in general in any process of communication.

1) The Source of Communication

The process of communication essentially starts with a source of communication. There must be somebody to initiate the process of communication. This source whether in the form of some object, event or person must be in a position to transmit information, ideas, thoughts, opinions and feelings etc. known or possessed by it with the other person or persons on the receiving end of the communication. The source of communication person or object is generally named as 'Sender' in the language of communication technology.

2) Contents of Communication or Message

What is intended to be communicated or transmitted by the source of communication, i.e., sender from his own stock of knowledge, information, thoughts, opinions and feelings etc. to the other person or persons is known as the contents of communication. These contents may be well organized and structured or unorganized and unstructured or spontaneous depending upon the nature and purpose of communication as well as the media chosen or situation prevalent at the time of communication.

3) Media and Channel of Communication

The media in general takes the two distinctive forms –verbal and non-verbal. In any communication process, the sender and receiver both are forced to make use of that media or channel of communication which is mutually acceptable as well as effective.

According to the demands of the situation and effectiveness of communication, one may plan for the use of one or the other verbal or non-verbal symbolism and sensory channel for the transmission of his communication material.

The intended encoded message traveling through one or the other sensory channel then can move to the receiver. Since it is encoded in a symbolic language, the receiver for understanding its meaning, in the way as intended by the communicator, has to resort to its decoding. Decoding thus helps the receiver in the proper interpretation of the encoded and transmitted message sent by the source of communication through one or the other sensory channels.

The receiver after receiving the message then tries to response. He now takes initiative for opening the channel of communication with the source of communication. For transmitting his

response or providing feedback he also takes the help of encoding his response in the non-verbal or verbal symbols.

4) The Receiver of Communication

Receiver is the persons who remain the receiving end of the communication. He is to receive the encoded intended message of the source of communication, decode it for its proper interpretation and must reach or produce a desired response to the source of communication. In this way, receiver like a far end pole is equally important for the flow of the current of communication between his and the communicator or sender of the message.

5) Response Material or Feedback

The response material or feedback may be defined as the reaction or response signals, in the encoded form transmitted back by the receiver, to the communicated message after its proper decoding, interpretation and understanding in order to maintain the flow of communication between him and the sender. The effectiveness in the flow of communication is dependent much upon the quality and effectiveness of the contents of the response. It is through feedback that one may evaluate the outcomes of his communication.

6) Facilitators or Barriers of Communication

The quality and effectiveness of the process of communication is affected favourablhy or adversely through the presence of some or the other intervening variables lying between the source of communication and the receiver. These variables, according to their nature helping or obstructing the path of communication, may be termed as facilitators or barriers of communication.

Classroom Communication in Verbal and Non –Verbal

The type of communication maintained in the classroom is almost carried out through verbal and non-verbal communication.

I. Verbal Communication

Language is the key and base of any verbal communication. Each society develops one or the other forms of languages spoken or written words for communicating with each other. Accordingly we have local language, regional language, national language and international language for the required communication among ourselves. The basic units of any language are words and sentences which are governed by the rules of the grammar. The use of language can take one of the three forms, i.e., oral, written and oral plus written. In oral form of the language one can communicate his feelings, thoughts and intentions to others by

speaking and listening channel. For this purpose the sender or communicator makes use of some precise and distinct sounds which when heard by the receiver are decoded for understanding the meaning of the communicated message.

In written form of the language communication, the communicator or sender makes use of the script of the language. For the communication of thoughts and feelings in written language one writes about it through some written mode, pencil-paper, chalk-board or print media and the person on receiving end understands the meaning of the communicated message through its reading and decoding.

In usual classroom communication, a teacher while writing on the blackboard also makes use of language for the explanation and exposition of the written contents. In this way, oral form combined with written form of communication or vice versa always proves more effective than any of these forms used separately.

II. Non-Verbal Communication

Communication process can also be carried out without the use of any verbal means. In many cases, such as communication with deaf and dumb, mentally retarded, the persons not knowing the language of the sender or sending massage in the commonly coded, symbolic expression, it may become a necessity as well as compulsion to make use of the non-verbal communication.

1) Facial Expression

Facial expression may very well communicate the feelings, thoughts and intentions of the communicator. In general, face and facial expressions may be said to be a true index of one's emotional and thinking behavour. It may also be seen that much of the language of the facial expression is almost similar and universal to all around the world. It is why we can easily conclude that one is angry, fearful, jealous, astonished or showing love, sympathy or hatredness etc.

2) Language of the Eye

Language of the eye may be considered as another important mode of n on-verbal communication. Eyes in fact in a very forceful way may convey all what is intended to be communicated by the communicator. Language of the eye may also be considered as common and universal to almost all the cultures and societies of the world. The language of the eye movements is somewhat so universal and familiar that it is very easy and simple to decode the feelings, thoughts and intentions conveyed by the communicator through his eye movements.

In the classroom communication, the necessary interaction links between and among the teacher and pupils are mostly maintained through the related eye language. The eye movements of the teacher may encourage or discourage a student in giving response or participating actively in any teaching-learning activity.

3) Body Language

Our body has an impressive and effective language for communicating our feelings, thoughts and action. A classical dancer while performing on the stage may provide a substantial proof of the effectiveness of such communication through various gestures, movements of body parts. Body language, although seems to be somewhat universal and common yet has a perfect cultural and social base. As a result every culture or society has its own body language that can be learnt the same way as the spoken language. Hence one should be quite cautious while making use or interpreting one or the other type of body language in communication.

The body language in its broad form may include various types of gestures and physical movements of the body parts. In such a broad form, it is quite commonly used by all speakers, stage or media actors, political and religious leaders, lawyers and advertising models while giving their performances at their work places. In our day-to-day con variations, we all are quite habitual to make use of the body language for communication. We convey the feelings of respect to our elders by touching their feet, welcome through joining our hands or say good-bye by shaking or raising our right hand.

4) Sound Symbols

Many of the sound symbols and vocal cues also p0rove an effective medium for the desired communication. When we are saying, narrating or explaining something to somebody and he is responding simply by uttering the sound hunh-hunh, it may work well for maintaining the chain of communication. We may properly visualize that he is paying attention and ageing to the message communicated to him.

In addition to playing the role of mediator or reinforcer in conversation, the sound symbols or vocal cues may effectively act as potent carrier and conveyer of one's thoughts and actions. When one is making the pleasant sound through whistling or humming we may know that he is in a pleasant and happy mood and when one utters 'hunn' with angry expression he is said to be in angry or fighting mood. However, the interpretation of the sound symbols can only be made in

context to the tone, volume and the situation prevailing at the time of the utterances of these sounds, i.e. whistling may be made to tease, attract and making indecent remarks to somebody.

5) Symbolic Code Language

Many times some or the other type of special code language can also be used as an effective mode for the desired communication. Special code language prepared through the help or various gestures, postures and body movements can be used for communicating with the deaf and dumb. You may very well judge the effectiveness of such communication if you have ever seen the telecasting of the AIR news bulletin specially meant for the deaf and dumb population. One can also mix vocal cues and sound symbols with the body language for having a code language to communicate.

Achieving Effectiveness in the Classroom Communication

Effective communication is the essential requirement for having an effective interaction or getting maximum advantages from the process of communication. In this way, degree of effectiveness of a communication can be judged from the amount of advantages drawn through such a communication.

1) Source of Communication

Effectiveness of a communication very much depends upon the strengths and qualities of the source of communication. As a student you must have noticed that while some of your teachers are able to prove themselves as an effective source of communication, the others fail in doing so. What strength and qualities have you noticed in the successful communicators. Some of these may be like, i) their proper knowledge of the subject matter, content or field of information, ii) your own confidence in their knowledge and stock of information iii) their name and fame as a good teacher, iv) their proper way of communicating and interacting with you, v) the impact of their overall behaviour and personality.

2) Communication Material

The effectiveness and success of the communication process in any classroom situation very much depends upon the quality and nature of the communication material. If the content and message has some attraction, force and value to the receiver, it will surely catch his attention and make him quite attentive and active participant in the communication process. On the contrary, of there is nothing new, novel or valuable in the message, i.e., piece of instruction imparted by the

teacher, it will neither attract nor motivate the students to take genuine interest for becoming active partner in the ongoing classroom communication.

3) Communication Media or Channel

Communication media or channels just lie in between the source and the receiver like a bridge or connecting link. What the source of communication says or shows to the receivers, it can be done only with the help of some or the other verbal or non-verbal communication channel.

- Use that language which is quite known and understable on the part of the receivers.

- The verbal means should be supported by the non-verbal clues, gestures, body language, physical movements etc. For giving required strength and effectiveness to the process of communication.

- To reduce the ill-effects of verbalism, attempts should be made to make use of appropriate audio-visual aid material and appliances suiting to the very nature and timings of the communication.

- The essential skills needed for the effective use of the communication media and means should be learnt will both by the communicator and the receivers for drawing maximum advantage through the communication.

- Have variety, novelty and creativity in making use of different means and media for the communication of the intended message, Always prefer the multimedia approach over the singly or the limited usual means.

4) Receiver of the Communication

Where the initiator or source of communication is the communicator, the receiver lies on the other end for actualizing the process of communication. Actually what is done through communication is always intended for the benefit of the receiver. That is why it can only be carried out effectively with his active involvement and cooperation.

- They must have proper and sufficient previous knowledge background for receiving and understanding the communicated message.

- They must have required proficiency and abilities in terms of communication skills like listening, observing , reading, writing, speaking, mapping, drawing, measuring, surveying, thinking, analyzing, synthesizing, evaluating and drawing inferences etc.

- They must have required proficiency and abilities required for the use of various modes, media and means of communication. Their sense organs should be well adapted to the use of various audio-visual aid material and appliances for drawing the intended meaning of the communicated message.

- They must remain quite alert and attentive for receiving the intended message and provide essential response for giving required feedback to the communicator for carrying out further the chain of communication.

- They must show proper zeal, enthusiasm, curiosity as well as need for maintaining the chain of communication.

- They must not put themselves into a passive recipient of the information or message given by the communicator but should make themselves, enquirer and active e partner in the process of communication.

Types of Communication

1) One to One communication

This type of communication takes placer between two individuals. Most of our day-to-day conversation and communication in an informal or formal way usually occurs in this form. As examples of this type of communication, we may cite communication between wife and husband, lover and beloved, shopkeeper and customer and between any two relatives, friends, colleagues and even two strangers.

2) Small Group Communication

This type of communication occurs in formal as well as informal ways among the members of a small group. As examples, of this type of communication we may cite communication among i) the members of a family, ii) students of a section or class, iii) passengers of a bus or railway coach etc. In stead of individuals, the communication may also take place between or among the groups like communication between two families as a neighbor or units of a locality or a sector.

3) Large Group or Public Communication

This type of communication involves a large number of people on individual or group basis. It is usually conducted in an organized or formal way. As examples we may cite the communication carried out during morning assembly, or any co curricular activity organized in the school's open space or assembly hall; i) discourse of some religious preaching at some religious gathering or places of worships; ii) public functions organized for honoring the individuals; iii) addresses by leaders in political gatherings etc.

4) Organizational or Institutional Communication

This type of communication is carried out within the four walls of the various organizations or institutions like factory or industrial establishments, government offices and secretariats, police, army, hospitals, professional and other educational institutes. The style and functioning of such type of communication is quite formal, systematic, planned and organized.

4) Mass Communication

The range, field and application of this type of communication is quite wide and extensive. It is carried out through diffe4rent types of mechanical means, appliances and mass media like radio, television, video, cinema, films, books and literature, newspapers and magazines, E-mail, internet communication and conferencing, satellite communication and transmission etc. Although, here we don't have any direct face to face natural communication between the sender or receiver yet it is the only way to reach the masses with the meaningful message full of information and education with economy and effectiveness.

Conclusion

Communication process plays very important role not only in classroom teaching-learning process but also in all spheres of life. The teachers and learners should essentially posses the information about components of any communication process, it's barriers/ facilitators, factors influencing on communication process etc. The concept and application is not only limited to education, but even applicable to almost all subjects of Social science, Humanities and Linguistics.

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