

# Development of communication skills among teachers to become an effective facilitator:

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**Abstract-** Teachers need excellent communication skills to succeed in their profession. Listening, speaking, writing and Reading communication skills are required by teachers to facilitate understanding of teaching findings and the ability to accomplish their responsibilities effectively. Teachers are constantly gathering, sorting, analyzing and explaining information to learners. Not only do teachers need to accomplish technical tasks, they must also communicate efficiently and effectively with internal and external customers. Development of effective communication skills is an important part of teachers' advancement potential. Teachers must possess highly developed communication skill levels to become a successful professional. The development of these skills not only enhances the teachers' potential, but will also improve the quality of teachers produced. Advanced communication skills are required in every aspect of the teaching process. Teachers must possess highly developed oral and writing skills to communicate with management, learners and co-workers effectively. Open communication lines will minimize the potential of ill feelings during the teaching process. The next step is to carefully listen before responding to what the other person is communicating. Defensiveness needs to be avoided in the teaching process. Loss (2000) recommends utilizing positive statements, rather than accusatory statements, when communicating. Also, Rees & Garrud (2001) suggested that older, mature students have high positive attitudes toward communication skills training.

key words: communication skills, Teachers, positive attitudes, effectively, successful

## INTRODUCTION:

Effective communication skills are really important to teachers in their delivery of pedagogy, classroom management and interaction with the class. In a multilingual society, teachers struggle with decisions about the variety of English to use, the standard quality of their English, their English language proficiency and the effectiveness of their communication skills. This paper shows the teachers' perception of their communicative strengths and weaknesses as reflected. The issues which emerged are vital to the understanding of teacher education in multilingual and multicultural societies.

## DEFINITIONS:

Jayaweera (1991): defines it as an interaction through which persons or groups of persons share information, experiences and culture.

Hybels and Weaver (2001): defines communication as any process in which people share information, ideas and feelings which involve not only the spoken and written word but also non verbal language.

The importance of communication skills for teachers:

Communication skills can be defined as the transmission of a message that involves the shared understanding between the context in which the communication takes place (Saunders and Mills, 1999). Communication takes place through channels. Within the teaching profession, communication skills are applied in the teachers' classroom management, pedagogy and interaction with the class (Saunders and Mills, 1999). In addition, teaching speaking skills is important in teacher education (McCarthy and Carter, 2001). Teachers picture themselves standing in front of a class presenting and explaining specific subject knowledge, questioning and disciplining students. Consequently, they are concerned with how clearly and effectively they are communicating this knowledge and other intended messages. In this context, where there exists different varieties of English and other languages, teachers are also concerned about the accuracy of their pronunciation. In addition, the perception of the standardness of their spoken English is perceived to be important to them.

In addition, pre-service teachers enter into a teaching training program with different expectations and beliefs about teaching (Calderhead and Robson, 1991). The complexity of language use, together with this variety of expectations, necessitates teachers' perceptions of their communication skills in English. This situation is accentuated and concern with the variety of English taught and used. It is also believed

that teachers are model of language use for students and standard English should be used in the classroom.

The focus of this study involves the teachers' reflections of their communication strengths and weaknesses. An investigation of teachers' self-perception is important as their beliefs influence their classroom practice. Teachers' beliefs are embodied in their thinking inward and recognizing their beliefs about their teaching. These beliefs are drawn from their past experiences. Subsequently, they look outward at institutional, classrooms realities, expectations, and find a match between these two sets of expectations (Jones and Fong, 2007). Such beliefs influence teachers' perception, judgment and behaviour, which in turn, influence what they say and do in the classroom (Johnson, 1994). Secondly, teachers' beliefs can be shaped by the dominant values of their institutions (Jones and Fong, 2007). Such pressure to conform can cause teachers to comply with expected behaviour (Jones and Fong, 2007). Richards (1998) claims that teachers engage in a personal construct of a workable theory of teaching rather than conform to experts' definition of teaching principles and approach. The teacher does this in the midst of social and cultural constraints of the institution. For this reason, research about teachers' beliefs and perception of their communication skills is vital as it may help us to understand how teachers perform in the classroom.

There are four basic communication skills, namely:

- Listening:
- Speaking:
- Reading:
- Writing:

These skills are emphasized across the curriculum to ensure that learners acquire functional communication skills that would enable them to effectively analyze and process the overwhelming volume of communication that takes place in the class daily and communicate with the authors in a variety of reading materials. While language teachers are expected to teach the basic communication skills, teachers of other subjects are expected to model good communication skills and encourage same in the learners. This is important because communication is at the heart of teaching and learning. It is for this reason that the basic communication skills are integrated in the compulsory Use of English/General English course for all students since English language is the approved medium of instruction after the Lower Basic (FRN, 2004). It needs to be emphasized here that communication skills discussed in this paper are not geared towards the Use of English/General English course, but for all disciplines. A trainee in all disciplines needs to actively listen, make good oral presentations, read with understanding and also write the ideas in a coherent and orderly manner in order to be understood. It is therefore important that teacher educators enable the trainees to develop these communication skills through tasks in the class or formative/summative assessments in preparation for their roles later as classroom teachers.

#### **Review of Related Literature:**

The role of teachers as facilitators to develop empowering leadership and school communities supported by the method of cooperative learning Piergiuseppe Ellerani a \*, Maurizio Gentileb a Free University of Bolzano, Ratisbona Street, Bressanone 39042, Italy b IUSVE, Salesiani Street, Venezia-Mestre 30174, Italy. 3rd World Conference on Learning, Teaching and Educational Leadership (WCLTA-2012). The data was analysed using both quantitative and qualitative methods. The results of data analysis show the evolution of the teaching profile and time for professional development. Communication and Effective Teaching: Detlef R Prozesky, MBChB MCommH PhD, All health workers need to communicate well, if they are to do their work well. Unfortunately, many are never taught how to do this. Teachers of health workers, therefore, also have to teach their students to be better communicators.2 We will learn more about this in the next article in this series. Community Eye Health. 2000; 13(35):, 44-45. PMID: 17491962.

#### **Development of communication skills in teaching & learning English among Learners:**

##### **1. The Expected Learning Experiences :**

- Enjoyment of communication in English;
- Awareness about the importance of communication through languages;
- Realization of the interesting aspects & richness of the language;
- Familiarization with English sounds & rhythm;
- Skill in Active Listening and speaking.

##### **2. Skills that help improve communication ability Listening skill, Speaking skill, Reading skill, Writing skill:**

##### **3. Problems in Learning English Communication:**

- Problems of students:
- Problems of teachers

##### **4. Lack of motivation:**

- Self-efficacy vs. losing self-esteem:
- People get motivated to do something they feel is worth doing and expect to succeed in doing:
- Past experiences affects motivation as under:
- The better experiences develop over confidence in self-efficacy which results in anxiety. Reactions such as anxiety results in ignorance of classroom activities;
- The bitter experiences affect confidence; self-worth and a low sense of self efficacy which make students lose their belief in their ability. As a result, they give up.

##### **5. Problems in LSRW – Students lack skill in...**

- Correct use of rules of grammar & applying the rules automatically in listening, speaking, reading, and writing;
- Involving actively in the classroom as they have no confidence over their word power;
- Pronouncing & in uninhibited production of speech;
- Communicating ideas with effective choice of words.
- Eliciting meaning of new words and interruption of attention to search meaning affects their reading as well as in writing skills.
- Time limit related to completing prescribed syllabus:
- Rote learning practice limits participation as the students want to pass the course and their participation in home assignments that aims developing critical & creative thinking

#### 6. Communicative drills:

- Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible:
- Students respond to a prompt using the grammar point under consideration, but providing their own content:
- For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening.

#### 7 Problems in learning Grammar:

- Mechanical drills in which students substitute pronouns for nouns or tense of verbs can help students memorize irregular forms and challenging structures:
- But, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and use:
- The content & the response is set in advance; the student has to supply the correct grammatical form, without really needing to understand or communicate anything:
- The main outcome due to this drills is: Grammar is boring.

#### 8. Problems of the Teachers:

- Monitoring large classes:
- Use of the mother tongue, L1 is also another hurdle. They feel that it is unnatural to speak a language with partners who speak the same L1: Self-conscious learners feel nervous and embarrassed when asked to speak English:

**9. Effective Teaching and Effective Learning Process,** Planning and strategies, Methodology, Preparation, Presentation, Promote thinking skills, Technology integration, Satisfaction, Motivation, Result, Evaluation, Group Work Attitude & perception, Critical thinking, Willingness to learn, Cooperative learning, Goal orientation, State of the mind, Self-regulated Reason, application, Accountability etc.,

#### 10. Use rewards and grades in a motivating manner:

- Grades should reflect learner effort and improvement and not just achievement levels:
- Continuous assessment and self and peer evaluation procedures should be encouraged.

#### Effective Communication Tips for the Classroom:

- ❖ Respect is the foundation of effective communication, especially in the classroom. Teachers and students demonstrate respectful communication in the following ways:
- ❖ Use a tone that is honest and tactful, choosing words that are appropriate to the situation and non-inflammatory.
- ❖ When taking on a listening role, make eye contact and focus on the speaker.
- ❖ Speak in turn, never interrupting the speaker.
- ❖ Repeat Your Message in Different Ways
- ❖ While most communication in a classroom starts verbally, many students don't take in what they hear the first time.
- ❖ Effective communication requires using different techniques in communication. When you want to make a point, consider what visual tools can help you in addition to your verbal communication. Check for Understanding
- ❖ A teacher should always check for understanding.
- ❖ Students can write down one sentence that summarizes what they think the lesson or lecture was about, or they can write a question they have about the lesson.
- ❖ In a one-on-one conversation, a teacher should ask the student to repeat the main point or outcome of the conversation.
- ❖ Everyone communicates nonverbally through facial expressions and gestures.

- ❖ Effective communication in the classroom requires careful use of these nonverbal cues.
  - ❖ A teacher who rolls her eyes at a student's question sends a louder message than her careful and expert verbal response.
  - ❖ A disapproving stare can work wonders on a student who is off task.
  - ❖ A bright smile for a student who is having a bad day means more than he will ever reveal.
  - ❖ Gestures and animated facial expressions also give weight and enthusiasm to what a teacher has to say.
  - ❖ Students who see a teacher actively engaged in what she is teaching will be much more engaged themselves.
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### CONCLUSION:

Communication is both expressive and receptive. Teachers should be skilled in listening and understanding in thoughts and ideas of their students and elaborating things clearly. Teachers need clarity in communication while talking to their students. They should be able to break down complex things into simple steps. Teachers must be able to "read" their students mind. Effective communication also includes converting a boring conversation into interesting using good presentation and communication skills. Unfortunately, many teacher educators in the country lack these competences and this has rubbed off on the teacher trainees. ( Durosaro & Adegoke 2011; Adeosun 2012). Since the task of producing the manpower needs of the country falls on the teacher, it becomes imperative that teacher educators must produce teachers who are good models of communication skills and can effectively develop these skills in the learners.

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