



# Beacon

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Department of Psychology Publication

VOLUME 1, ISSUE 3

JANUARY 2012

" Instruction does much, but encouragement does everything."  
Johann Wolfgang Von Goethe

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## Classroom Communication!

Learning and teaching in the classroom predominately take place through interpersonal communication between teachers and students. The context in which this communication occurs and the relationships between teachers and students are neither fixed nor predetermined. Rather they are constructed by the teacher and students, and negotiated by them as they act and react through verbal and non-verbal behaviour. The management of communication is one of the central tasks of the classroom teacher.

Effective student learning depends largely upon the strong and positive management of classroom communication in all its forms and situations. In turn, effective classroom management and the roles of planning, organizing, controlling and motivating depend upon the management of effective commu-

nication. Communication is at the heart of classroom processes.

**Types of Communication:** There are numerous types of communications that relate to interactions within the classroom, these include written, verbal and nonverbal, and direct and indirect. Conran (1989) discussed three types of communication that may be found in a typical classroom environment, each type having a different purpose and effect.

The first form is called **Proactive Communication:** This type of communication is a closed and direct form, mainly used by the teacher. Its purpose is ordering or directing. It is characteristic of structuring a task and producing instructions.

The second form is **Defensive Communication:** This type is employed when someone feels threatened. It

is not an open form of communication and is neither constructive nor effective. It has the result of closing off communication.

The third form is **Interactive Communication:** This type is indirect and an open form of interaction used to describe and explore. It is characteristic of many teaching/learning situations. While each of these forms of communication has a place in the classroom, the open and interactive form is probably most effective in facilitating successful learning by students, fostering positive classroom climate, and enhancing relationships between teacher and students. Interactive communication is based on trust and respect and is important in achieving goals of the class agenda. Interactive communication is characterized by the use of humour, which has been found to be an important feature of successful classroom teachers.





**" Teacher:  
Student is a  
symbiotic  
relationship in  
which the teacher  
must always be  
willing to learn  
and the student  
must always be  
willing to share."**

# BEACON

Psychology is a science of the behavior of living organisms. The application of this knowledge to real life is an art. 'Beacon' is an endeavor of Department of Psychology to bring about a confluence of this science and art. We have always been involved in the pursuit of attempts to ensure mental well being of one and all, at least in our sphere of influence. This is one more step in that direction.

This issue is dedicated to classroom communication. This part of our communication plays a vital and central part of our growing up years and continues to impact our personality later on in life too. A teacher's communication can make or break a life, hence, the importance of teacher-pupil communication. So here's to a healthy, happy satisfying and fulfilling classroom communication.

My kudos to lecturer Vaishnavi Verma and the team of students, Krina Gala, Urmi Chhopia, Riddhi Chhotia, and Raina Shah, for their efforts in bringing out this third issue of Beacon.

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**Head, Department of Psychology**

## Salient Aspects!

Five main areas of importance in classroom communication:

**Arousal:** to ensure that students are motivated and ready to learn.

**Expectancy:** making sure that students know what is required of them and what they will be able to do after learning.

**Incentive:** ensuring students know how achievements will be rewarded.

**Disciplinary:** ensuring work of a group is not disrupted.

**Employment:** ensuring that students are gainfully employed in a variety of activities.



**We have two ears and one mouth so that we  
can listen twice as much as we speak.**  
— Epictus

# Effective Interpersonal Communication!

For students, effective interpersonal communication can be achieved through conscious awareness of the following principles:

- That we treat each other with respect
- That we do not interrupt one another
- That we have the right to pass
- That we do not volunteer others
- That we speak only for ourselves
- That we speak not too often or not too long
- That we challenge the behaviour and not the person
- That we respect confidentiality
- That it is ok to make mistakes

## The Big Eight!

Eight C's for effective classroom communication where teachers are expected to concentrate are:

1. Contents of the Subject
2. Clarity in teaching or communication
3. Capability of the person who communicates
4. Credibility of a communicator
5. Channels of communication
6. Creativity in communication
7. Consistency in terms of teaching
8. Continuity



# Check Your Communication Skills

For each sentence give your answer in terms of 'Always', 'Often', 'Sometimes', 'Rarely', and 'Never'.

1. I give people my full attention while they're talking to me.
2. I encourage other people to talk, and I ask appropriate questions.
3. I present my ideas so that others are receptive to my point of view.
4. I treat people fairly, and I let others know how I want to be treated.
5. I value teamwork and know how to build cooperation and commitment.
6. I show respect for people's ideas and feelings, even when I disagree with them.
7. I accept differences and conflict as a normal part of any work environment, and I know how to address them constructively.
8. I strive to understand other people and to be empathetic.
9. I am open to negative feedback, and I communicate difficult truths in a respectful way.
10. I am able to easily win people's trust and respect.
11. I check to make sure I've understood what other people are trying to communicate.
12. I am confident and at ease giving a presentation.
13. I avoid making absolutist judgments about people (like, "She's always that way.").
14. I follow through on my commitments.
15. I can work with difficult people without becoming negative myself.

**Scoring:** For each sentence give a score of 4 for Always, 3 for Often, 2 for Sometimes, 1 for Rarely and 0 for Never. Now add the scores for each sentence.

**Interpretation:**

If you scored 50 to 60 - You are an exceptional communicator.

If you scored 40 to 49 - You tend to be a very good communicator.

If you scored 30 to 39 - You could benefit from polishing up your skills.

If you scored under 30 - Your performance at work and at home probably suffers because of your underdeveloped communication skills.

**“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”**

**— Anthony Robbins**