

THE REALM OF ELOQUENCE

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Abstract:

Effective communication is crucial in the realm of education. The importance of communication skills needs to be well registered by the teachers. It is by adopting effective communication skills that a teacher can introduce creative and efficacious solutions to the problems of the students. Communicative approach provides the perspective of 'how' teachers show their teaching purpose when dealing with the chosen content. Besides communication skills, planning skills are required to address challenging situations related to the content to be developed in order to engage students both intellectually and emotionally. An understanding of the importance of communication is significant to the success of educational outcomes.

Keywords: Efficient Communication, Planning, Teaching-Learning Process, Verbal, Non-Verbal

The term communication has been derived from the Greek word 'Communicate' which means to share. Communication involves messages sent by the source to the receiver and comprehension of the same evoking the desired result. Effective communication is imperative in the realm of education. Communication skills enhance the quality of classroom instruction and therein lies the key to successful collaboration in educational environments. The exchange of thoughts shall be fruitful when the information is disseminated effectively. The importance of communication skills needs to be well registered by the teachers. It is by adopting effective communication skills that a teacher can introduce creative and efficacious solutions to the problems of the students. A teacher, who is well equipped with communication skills can inspire students to learn and participate in class. Lack of clarity in communication at the source shall not allow the goal of communication to be achieved.

An array of communication abilities are at the core of the teaching-learning process. Levine opines that many young adults are growing up in a non verbal culture that makes few, if any demands on language skills. This has been considered as one of the reasons why more college students today have development problems such as difficulties in processing language or communicating verbally (both speaking and writing), an inability to focus attention or reason quantitatively and a serious lack of problem solving skills. Reed and Spicer in a study of 143 teachers in 17 private and parochial high schools found that interpersonal communication is fundamental to forming and maintaining relationships, including student-teacher relationships, The researchers assert that the ability to communicate effectively is the key factor that influences how individuals are perceived and the quality of their relationships with others. All students need to learn to communicate orally, interpersonally in small groups and teams, and in public. Besides, students need to learn to communicate effectively outside the classroom with other students and with teachers. The skills necessary for all students comprise good written and oral communication, a capacity for critical thinking and the ability to work in teams.

Mortimer and Scott have presented a tool for analysing meaning making interactions and the production of meanings in the classroom. The analytical framework presented is based on five linked aspects that focus the teacher's role and are clubbed in terms of (a) teaching focuses that investigate: i) teaching purpose and ii) content; b) teaching approach that focuses iii) communicative approaches and c) teaching actions subdivided into iv) patterns of discourse and v) teacher interventions. Communicative approach provides the perspective of 'how' teachers show their teaching purpose when dealing with the chosen content. Four classes of communicative approach have been identified that are defined by means of characterization of the discourse between teachers and students or among students in terms of two dimensions: dialogic or authoritative discourse and interactive or non-interactive discourse, These four classes of communicative approach are interlinked.

	Interactive	Non-interactive
Dialogic	Interactive/Dialogic	Non-interactive/Dialogic
Authoritative	Interactive/Authoritative	Non-Interactive/Authoritative

It's been insisted that a talk becomes functionally dialogic in that it expresses more than one point of view; more than one voice is presented and taken into account and not whether it was produced by a group of individuals or by an individual alone. The four classes of communicative approach present the skills of teachers in conducting discourse in the classroom and the interactive aspect with the students during the several stages of the class. The *Interactive/ Dialogic* class signals the interval of the class when the teacher and students explore ideas, formulate questions and work out different points of view. This class of communicative approach shows the teacher's important skill in exploring students' ideas, encouraging all to express themselves openly. Besides communication skills, planning skills are required to address challenging situations related to the content to be developed in order to engage students both intellectually and emotionally. The non-interactive/dialogic class shows, when teachers, in the course of their explanation consider numerous viewpoints, made explicit several times by their students, bringing about the similarities and differences. This class of communicative approach, mirrors the teacher's skill in according form to the meanings introduced based on the discussions done in the class. The interactive/authoritative class reflects the teacher's action in guiding students towards a specific objective by means of a sequence of questions and answers. This type of communication reflects a common skill in traditional teaching when development of the content plays an outstanding role in the classroom. The non-interactive/authoritative class shows the teacher's action presenting a specific point of view. This communicative approach demands that the teachers have the ability to express their ideas very clearly. Teachers need to be well versed with the vast world of communicative skills to deliver the goods of education in the optimum manner.

Communicative efficiency involves language proficiency that affects speaking skills. The teacher needs to have fluency in the functional language and it is essential to focus on diction and pronunciation. Clarity of thoughts achieves desired results through the clarity of speech. Various presentation skills involved in the teaching - learning process include: Skills of introducing a lesson, illustrating with examples, explaining questions probed, increasing pupils' participation, skill stimulus variations etc. As the teacher takes recourse to various analogies, story telling or asking questions to introduce a lesson his/her fluency of language determines not only how effectively the lesson is introduced but also how grammatically correct it has been structured. As the concepts are explained with help of various examples, the teacher is expected to formulate his/her ideas coherently and articulate the same appropriately taking into account the correct accent, voice modulation, pitch and volume. As the teacher dwells on the 'how', 'why' and 'what' aspects of the concept in question his ability to narrate comes into play. This, in turn, requires continuous flow of thoughts presenting a vivid picture of the subject in language easily understood. Just as the tool of language needs to be well employed by the teacher, the students also need to be instructed in making their speech effective for when they take plunge in the competitive world first and foremost they would be expected to articulate their thoughts meaningfully. Role plays, discussions, inviting questions from students, eliciting vocabulary from pictures and engaging in 'show and tell' activities enables students to be original and produce utterances.

A significant component of communication skills is listening. Listening can be classified as a) passive b) Marginal c) projective d) sensitive and e) active. Passive listening implies hearing and not listening which is primary owing to ineffective sender of message. At times, as is the case in marginal listening individual listens only at the superficial level and there are occasions wherein an individual has within him a frame of reference in which he tries to adopt the perspective of the speaker. Sensitive listening is also termed as empathetic or sympathetic listening, whereby meanings assigned to spoken words lie in our perceptions of the interaction and background of the speaker. The most important type of listening is active listening which involves complete absorption of all that is being said and verification of the same. A teacher needs to overcome deterrents of effective listening which include lack of interest, preconceived ideas, personal stress and lack of self-confidence. All the same, a teacher needs to aim at developing listening skills of students to make education wholesome. Listening strategies should be chalked out and tasks designed whereby students learn to recognise specific aspects of listening, determine major facts about a message, identify the higher order ideas, supporting details and reproduce the message orally or in writing. While planning listening activities, the teacher needs to organise activities such that these guide the listeners through the text, keep writing to the minimum during listening and allowing students to review the questions they will answer orally or in writing after listening. Group discussion, an important constituent of teaching learning process requires listening skills

Writing and reading are both vital aspects of literacy. In the world of education, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies such as planning, evaluating and revising text to achieve targets as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening a student's knowledge; it acts as a tool for learning the subject matter. Teachers are expected to incorporate all the key elements in their everyday writing curricula. Students ought to be able to understand the problem carefully, organise the idea with an outline, budget their time, adopt an argumentative tone,

where necessary and draw inference. When teachers respond to student writing, the goal is to encourage students as writers, leading the student writer to talk, think and make decisions. Teachers can use a variety of techniques in working towards response. Teacher student conferences, written notes to the student, peer conferences, whole class response to a sample of writing, etc. Another integral constituent of communication skills as well as teaching learning process is reading. Effective reading demands conscious and sustained cultivation of good reading materials. It is the result of a complex mental process that comprises a) regulation of words which are symbols of facts and ideas; b) perception i.e. translation of symbols into meanings; c) comprehension i.e. understanding of meaning and putting into a content, thereby deconstructing the whole idea presented by the author; d) Association which follows comprehension. New ideas and knowledge are synthesised with the old for better understanding and by making it relevant to present situation. Teacher needs to instruct learners how to encounter various problems by strategically previewing, reading for main ideas, scanning for details, making references, restating and phrasing. Students should be encouraged to read extensively, critically and take up challenging material.

Effective communication extends beyond speaking, listening, reading and writing presentations with teachers and students as the active participants in the teaching-learning presentations process. A person's communication effectiveness is directly proportional to his or her attitude. A positive attitude at the administrative helm can do the trick. An understanding of the importance of communication is significant to the success of an education administrator. A good administrator will invite feedback, listen to the problems of teachers and students and set the stage for a positive environment.

Body language which implies non-verbal communication is an integral aspect of communication skills. Teachers' gestures, sartorial sense and expressions communicate a lot more than perhaps translated through words. Positivity, encouragement, empathy conveyed through gestures are the real blocks yielding confident students. The vast cementing canvas of communication skills can sketch the world of education in incredible hues if it's significance is well registered.

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