



EFFECTIVE COMMUNICATION FOR BETTER COLLABORATION IN THE CLASSROOMS

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Abstract

The present scenario speaks in volumes of collaboration. Knowledge from one source is not sufficient to enhance the learning. There are absolutely no apprehensions that the teachers are the major players in the life of the learners. How well a curriculum may be designed but it only gets successful if the teachers are creative and smart. They truly understand their role in the life of the learner. The effective are the ones who believes in collaborations. This small scale action research attempts to answer the most pertinent question which is to know the views of teachers who are effective in communications through their collaborative approach. How collaborations are the best way to increase the learning in class so that whatever is communicated is meaningful. Researcher developed a three point rating scale. The collection of the data was done through purposive sampling .The finding are interesting as they emphasizes on the importance of collaborations for better learning which could only be obtained through teachers efforts in increasing their communicative skills.



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Introduction

The etymological origin of “communication” dates back to Latin, and the words “communis” and Eginli, 2008, p. 5)and “communicare” (Gürüz)

There is no doubt that communication in school be it teacher students, student teacher, teacher-teacher or student-student or communication with the organization has to be effective for proper and smooth functioning .Effective communication is very important in class because communication is the link between knowledge and information. Possession of knowledge is of no use until it is converted into information .Hence knowledge alone is not adequate for teachers success. Much more is needed to make learning to happen .More collaborations are required for enhancing the effectiveness of the communicative skills of the teacher as teachers are the one that can creates difference in the life of learners.

The Aim and Significance of the Study

The aims of this study are to explore, in the light of related literature, the effectiveness of communication skills on learning of students. This paper also investigates the role of teachers

in making the learning in the learners. This has significance with regard to the overall effectiveness of educational activities, the socialization of students, individual expression, the robust pursuit of organizational objectives, etc

Methodology

This study adopted qualitative analysis of the data which was collected through self developed rating scale. The sample was purposive. The researcher selected 10 secondary teachers as the sample from different schools of Lucknow. The data was analysis wit was done purely on percentage analysis.

Findings

The responses given were not too different in general and there seemed to be a sort of common answers in lot of questions which leads to the fact that teachers in general have common views on the effectiveness of communication in enhancement of the learning of learners and in turn creating happiness in the class.

1. When asked whether teachers while communicating smile and behaves as if they are happy in talking to students got almost a general consensus .90% responded that they believed that they smiled and looked happy while communicating to their students. It can be analysis in a way that emotions are a very important part in communication and if one doesn't feel the other person is happy in talking to them, then the effective communication may not take place. A smiling teacher is thought to convey warmth. Smith (1984) thinks that such a teacher promotes a supportive and non-threatening classroom atmosphere, which aids students' positive attitudes and corresponding achievement
2. 90% respondents kept attention and eye contact with the students. Eye contact is a very important parts of communications its shows the other person is interested and establishes a bond between the sender and receiver. Khan & Akbar (2000) in teaching learning process eye contact is perhaps the most powerful way we communicate. Students feel good and trusted if teaching is done with long eye contact by their teacher. Most teachers already know that it is too much important to look at your students but some teachers ignore eye contact in teaching learning process as a result the students are sleeping in the classroom.
3. Kent Syverud (1993), challenged educators to "ask yourself: who is the one teacher in your entire life who made the biggest difference for you--who taught you so well that you still think about him or her as your best teacher, I bet that for almost all of us, that best teacher was someone who knew you by name" Communicating with students by their

names is very important and calling students by their names shows the teacher is familiar with them and creates a sort of familiarity rather than the teacher not calling them by their names. Familiarity results in better collaboration as the more people think they know each other the more it becomes easy to work. 80% of the respondents responded that they called students by their names.

4. 10% respondents responded that they plan their subject for collaborative activities. This finding is something every crucial because if the teachers go unplanned into their classes then hardly any positive learning takes place. They should try to collaborate their teachings with various learning resources available and divide the whole class into small groups to increase the effectiveness. The central element of collaborative learning is collaborative vs. individual work and the analysis therefore focuses on how collaboration influences learning outcomes. This was the area which needs intervention.
5. On asking whether the respondents felt that they had good communication skills 30% of them found that they were satisfied with their communication skills and were happy on how they communicate with their students. 50% considered themselves as average on communication skills. They felt due to lack of planning and excessive class size they are unable to communicate what they intend to for enhancing learning. Rest 20 % of the respondents was neutral on the scale.. Brooks and Brooks (1999) researched that the ability to communicate and the ability to pose questions are important attributes of an effective teacher Teachers' abilities to uncover students' concepts are, to a large degree, a function of the questions and problems posed to students.
6. Working in group is an important part of an effective collaborative classroom. There are many benefits to students working in groups like they learn cooperation, tolerance and respect. The success of group work depends on how well the teacher is able to divide students in compatible group .10 % of the respondents agreed that they always encouraged works is group. 60% gave the response that they sometimes encourage the group work and remaining 30 % said that they have no time for group work as they are always tied up with other important assignment. It can be said that it depends on the teachers' communicative abilities to organized group work in their classroom. Slavin & Karweit (1985) cited that many researchers found that the group work has more positive academic results than traditional whole-class instruction. In more technical terms group work is termed as cooperative learning. Cohen (1994) cited many studies that conclude that students' discussions in groups are good indicators of the achievement that the group

will have. It is one important that can affect how beneficial cooperative learning is to increase the interaction occur between the group members.

Conclusion

This small scaled research threw light on the way how in service teachers perceives to the importance of communication and what they did to achieve for better and enhanced learning in their classrooms. The inputs given by the teachers had a lot of variety and had directly or indirectly related to collaborating work for improved communication. The need for present education system is different. The teacher is the facilitator who engages students who are brimming with loads of information. Therefore, effective communication and collaboration within our educational systems have become competencies for present learning and teaching and together may improve student learning. Friesen (2009) stresses the need for teachers to work in an environment with “frequent professional conversations” to be effective educators; strong communication skills and abilities would, perhaps, ensure that formal, professional conversations are occurring regularly. And for learner, they need to respect and appreciate teachers and their co learners’ viewpoints for effectively collaborating and for enhanced learning

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