

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

**A SUGGESTED SYLLABUS FOR THE “EFFECTIVE COMMUNICATION
SKILLS” COURSE FOR THE PRE-SERVICE ENGLISH LANGUAGE
TEACHERS AT GAZİ UNIVERSITY**

Ph.D. DISSERTATION

Deren Başak AKMAN YEŞİLEL

Supervisor: Prof. Dr. Abdulvahit ÇAKIR

Ankara
February, 2012

ACKNOWLEDGEMENTS

This dissertation is not an end, but a beginning. I am indebted to many for making this journey possible. First I would like to express my gratitude to my supervisor Prof. Dr. Abdlvahit AKIR for his guidance and invaluable comments throughout the study. I must also thank to the members of my committee, Assoc. Prof. DR. Pařa Tevfik CEPHE and Asst. Prof. Dr. Nurdan GRBZ, for their endless support and guidance.

I would like to express my gratitude and apprehension to Assoc. Prof. Dr. Seher BALCI ELİK. Her great help contributed to the use of accurate measurement to evaluate student academic progress. I also cannot forget her patience and attentiveness in addressing me my often redundant statistical questions. I also thank to Asst. Prof. Dr. Mge YILMAZ for her guidance. My special thanks go to Asst.Prof. Dr. Alper KESTEN. His guidance in helping me analyze the journals shed light on my way to complete my study.

This study builds on the insight gained from Department of English Language Teaching faculty and fellow-pre-service teachers. This dissertation would not be possible without their willingness and cooperation.

Thank you my dear friends and colleagues Burak YILMAZ YAKIřIK, zge DİřLİ, Defne ERDEM METE, Gonca YANGIN EKřİ, Selmin SYLEMEZ, Kadriye Dilek AKPINAR for lending your ears as I worked. I owe special thanks to my friend Ceylan YANGIN ERSANLI without whose support I would achieve to complete this study.

The journey would not be possible without my beloved family. Thank you for your endless love and support. I am grateful to my mom and dad for their encouragement and belief in me. My special thanks go to my sisters Asst. Prof. Dr. Eylem AKMAN GNDZ and Aylin TOLUNAY.

Finally, I want to express my gratitude to my husband Oğuz YEřİLEL who had to live alone when I was in Ankara. He has supported and collaborated with me throughout my academic pursuits. Last but not least I wish to express my love to my son Mert Tuna who had to stand long hours of studies. I love you all.

ÖZET

GAZİ ÜNİVERSİTESİNDE OKUYAN İNGİLİZCE ÖĞRETMEN ADAYLARINA YÖNELİK ETKİLİ İLETİŞİM BECERİLERİ DERSİ İÇİN İZLENCE ÖNERİSİ

AKMAN YEŞİLEL, Deren Başak

Doktora tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Prof. Dr. Abdulvahit ÇAKIR

Şubat-2012

Etkili bir şekilde iletişim kurmak öğrenme süreci için çok önemlidir. Sınıfta başarılı bir öğrenme-öğretme süreci öğretmen ve öğrenci arasındaki etkili iletişime dayanmaktadır. Etkili bir iletişim olmaksızın fikirler, düşünceler ve yönergeler ortadan kalkabilir ya da yanlış anlaşılabilir. Bu çalışmanın amacı, öğretmen adaylarını öğrencilerle, iş arkadaşlarıyla, velilerle ve idarecilerle iyi iletişim kurabilen, iletişim korkusuyla nasıl başa çıkabileceğini ve iletişim teknolojilerinden nasıl yararlanabileceğini bilen yüksek nitelikli öğretmenler olarak yetiştirmeleri konusunda desteklemek ve cesaretlendirmektir. Bu nedenle bu çalışmanın amacı aday dil öğretmenlerini temel iletişim kavramları ve teorileriyle donatacak ve onların etkili iletişim ilkelerini sınıf ortamında nasıl uygulayacaklarını gösterecek bir izlençe geliştirmektir.

Çalışma altı bölümden oluşmaktadır. 1. bölüm çalışmanın çerçevesini, amacını, varsayım ve araştırma sorularını, kapsamını, sınırlılıklarını içermektedir. İkinci bölüm yazın taramasıdır. Bu bölüm iletişimin tanımı, iletişim modelleri, iletişim yetisi, iletişimin ilkeleri, etkili iletişimi etkileyen etmenler, sınıf içi iletişim gibi konular hakkında bilgileri kapsamaktadır. 3. Bölüm çalışmanın yöntemi ve veri toplama süreci ile ilgilidir. 4. Bölümde toplanan veriler analiz edilmiş ve bulgular tartışılmıştır. 5. Bölümde Etkili İletişim Becerileri dersi için önerilen izlençeye yer verilmiştir. Bu bölümde modüller yapılan pilot çalışma sonuçları paralelinde verilmiştir. Son bölümde çalışmanın sonucuna ve ileriki çalışmalara yönelik önerilere değinilmiştir.

Çalışma süresince veriler farklı ölçekler yoluyla elde edilmiştir. İlk olarak lise öğrencilerine İngilizce öğretmenlerinin iletişim becerilerini nasıl değerlendirdiklerine yönelik “Öğretmen İletişim Becerileri Değerlendirme Anketi” uygulanmıştır. Diğer taraftan adı geçen öğretmenler “Olumlu İletişim Kuruyor musunuz?” anketini ve “İletişim Becerileri Envanteri”ni kullanarak kendi iletişim becerilerini değerlendirmişlerdir. Burada amaç gerçek sınıf ortamında öğretmenlerin ve öğrencilerin, öğretmenlerinin iletişim becerileriyle ilgili görüşlerinin paralellik gösterip göstermediğini görmektir. Daha sonra aday öğretmenlere ve Etkili İletişim Becerileri dersini veren öğretim elemanlarına, May’ın çalışmasından uyarlanmış konu listesi verilmiştir. Burada amaç izlencede yer verilecek modülleri tespit etmektir. Elde edilen veriler izlenceye yansıtılmıştır.

Önerilen izlence Gazi Üniversitesi İngiliz Dili Eğitimi Bölümü’nde bir grup 1. Sınıf öğrencisine 15 hafta süresince uygulanmıştır. Bu öğrencilere etkili iletişim becerileri konusunda eğitim verilmiştir. Verilen bu eğitim süresi öncesi ve sonrasında öğrencilerin bu alandaki bilgi ve becerileri ön ve son testler aracılığıyla t-testi kullanılarak ölçülmüştür. Sonuçlar eğitim verilen öğretmen adaylarının iletişim becerilerinde kayda değer ölçüde gelişme olduğunu göstermektedir. Uygulanan son test hali hazırda kullanılan izlenceye göre eğitim veren bir başka sınıfta da uygulanmıştır. İki son testten elde edilen sonuçlar t-testi kullanılarak önerilen izlencenin bir farklılık yaratıp yaratmadığına bakmak üzere kullanılmıştır.

Son olarak çalışma süresince aday öğretmenlerden günlük tutmaları ve sınıftaki deneyimlerini değerlendirmeleri istenmiştir. Öğretmen adaylarının bu günlüklerdeki samimi düşünceleri önerilen izlencenin onların iletişim becerilerini gerçekten geliştirip geliştirmediklerini anlaması konusunda araştırmacıya kılavuzluk etmiştir. Eldeki bütün bulgular önerilen izlencenin iletişim becerilerini geliştirmeleri konusunda aday öğretmenlere katkı sağladığını göstermektedir.

Anahtar kelimeler: Etkili iletişim becerileri, iletişim yetisi, öğretmen yakınlığı, eğitimsel iletişim, aktif dinleme, sözel ve sözsüz yakınlık

ABSTRACT

A SUGGESTED SYLLABUS FOR THE “EFFECTIVE COMMUNICATION SKILLS” COURSE FOR THE PRE-SERVICE ENGLISH LANGUAGE TEACHERS AT GAZİ UNIVERSITY

AKMAN YEŞİLEL, Deren Başak

Ph.D, Department of English Language Teaching

Supervisor: Prof. Dr. Abdulvahit ÇAKIR

February- 2012

Communicating effectively is central to the teaching process. Successful classroom learning and teaching relies on effective communication between the teacher and the students. Without effective communication, ideas, directions, and thoughts may be lost or misunderstood. The aim of this study is to encourage and assist pre-service language teachers to become high quality teachers who know not only how to communicate with students, colleagues, parents and administrators and but also how to deal with communication apprehension and utilize communication technologies. It is the aim of this study to prepare a syllabus that will provide pre-service language teachers with the basic communication concepts and theories and to demonstrate how principles of communication could be applied to classroom setting.

This study has six chapters. The first chapter includes the background, aim, hypothesis and research questions, scope and limitations of the study. The second chapter is Review of Literature. It covers information about definition of communication, communication models, principles of communication, barriers to effective communication and communication in the classroom. Chapter 3 focuses on the method and the data collection process of the study. In Chapter 4, the collected data are analyzed and the results are discussed. Chapter 5 provides a suggested syllabus for the “Effective Communication Skills” course. In this chapter modules of the suggested

syllabus are given in detail in line with the pilot study outcomes. The last chapter is designed for the conclusion and suggestions for further studies.

Throughout the study, the data are gathered via a variety of scales. First of all, the “Teacher Communication Behavior Student Questionnaire” is given to high schools students to explain their views on their English language teachers’ communication skills. On the other side, these teachers are asked to evaluate their own communication skills by the help of “Do You Communicate Positively?” and “İletişim Becerileri Envanteri”. Here the aim is to see whether the teachers and students share parallel thoughts in terms of teachers’ communication skills used in actual classroom settings. Then, the pre-service language teachers and the instructors who deliver effective communication skills course are given a checklist about communication skills topics adapted from May’s study to decide on modules of the syllabus. The findings are reflected in the syllabus suggested.

The suggested syllabus is implemented in one of the first grade pre-service English teachers’ class in Effective Communication Skills course at Gazi University for 15 weeks. These students are given training on effective communication skills and their knowledge and skills are assessed both before and after the training via pre- and post-tests via t-test. The results indicated a remarkable progress of the subjects of the study in using communication skills effectively. The same post-test is implemented in another class in which existing program is used. The results are compared using t-test to see if the suggested syllabus makes a change in pre-service language teachers’ training.

Finally, throughout the study, the prospective language teachers are asked to keep reflection journals and evaluate their classroom experience. Their sincere thoughts in these journals guide the researcher to examine whether the suggested syllabus contributes to their communication skills. All these findings indicate that the suggested syllabus contributes to communication skills of the pre-service language teachers.

Key Words: Effective communication skills, communication competence, teacher immediacy, instructional communication, communication apprehension, active listening, verbal and nonverbal immediacy.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
ÖZET	iii
ABSTRACT.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS.....	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Aim of the Study.....	4
1.3 Statement of the Problem.....	5
1.4 Hypothesis and Research Questions	7
1.5 Scope of the Study	8
1.6 Assumptions and Limitations	8
1.7 Definition of Terms	9
1.9 Conclusion	12
CHAPTER 2 REVIEW OF LITERATURE	13
2.0 Introduction.....	13
2.1 What is Communication?.....	13
2.2 Human Communication Models	14
2.2.1 Communication as action: message transfer.....	15
2.2.2 Communication as interactional: message exchange.....	16
2.2.3 Communication as transaction: message creation	17
2.3 Structure of the Communication Discipline	18
2.4 Communication Competence.....	19
2.5 C's of Effective Communication	21
2.5.1 Completeness	21
2.5.2 Conciseness.....	22
2.5.3 Clarity	23
2.5.4 Correctness.....	24
2.5.5 Courtesy	24
2.5.6 Concreteness	25
2.6 Principles of Communication	26
2.7 Communicating Effectively	32
2.7.1 Barriers to effective communication.....	35

2.7.1.1 Inadequate verbal communication skills.....	35
2.7.1.2 The problem of meaning.....	36
2.7.1.3 Contradicting verbal and nonverbal messages.....	36
2.7.1.4 Noise	37
2.8 The Role of Effective Communication in Teaching and Teacher Education	37
2.9 Communication in the Classroom.....	39
2.9.1 Interpersonal communication	40
2.9.1.1 Interpersonal communication in the educational field.....	44
2.9.2 Instructional communication	49
2.9.2.1 Source	52
2.9.2.2 Receiver	54
2.9.2.3 Noise	55
2.10 Conclusion	57
CHAPTER 3 METHOD AND DATA COLLECTION	58
3.0 Introduction.....	58
3.1 Subjects.....	58
3.2 Instructional Materials	58
3.3 Data Collection Instruments	58
3.3.1 The teacher communication behavior student questionnaire (TCBQ)	61
3.3.2 Do you communicate positively?	62
3.3.3 Communication skills inventory (İletişim Becerileri Envanteri).....	62
3.3.4 Instructional communication topics survey	63
3.3.5 Effective communication skills course instructor survey	63
3.3.6 Effective communication skills questionnaire	63
3.3.7 Reflection journals	64
3.4 Conclusion	66
CHAPTER 4 DATA ANALYSIS AND DISCUSSION	67
4.0 Introduction.....	67
4.1 Analysis of the Data Gathered from High Schools.....	67
4.2 Analysis of the Data Gathered from the Department	71
4.2.1 Instructional communication topics.....	71
4.2.2 The data gathered from the instructors	75
4.2.3 Effective communication skills questionnaire	80
4.2.4 Content analysis.....	86
4.3 Conclusion	102
CHAPTER 5 SUGGESTED SYLLABUS FOR THE “EFFECTIVE COMMUNICATION SKILLS” COURSE	104

MODULE 1: What Makes a Good Language Teacher?	109
MODULE 2: What is Communication?	115
MODULE 3: Nonverbal Communication.....	130
MODULE 4: Writing Skills.....	152
MODULE 5: Effective Presentation Skills (Oral & Power Point) &Active Listening	166
MODULE 6: Communication Styles (Teacher Communicator Behaviors That Build Affect- Clarity, Immediacy and Humor)	186
MODULE 7: Instructional Communication Strategies	208
MODULE 8: Classroom Anxieties and Fears	217
MODULE 9: Classroom Management (Misbehaviors) and Conflict Management .	224
MODULE 10: Intercultural Communication.....	244
MODULE 11: Communication among Students, Parents, Teachers and Administrators	256
CHAPTER 6 CONCLUSION	268
6.0 Introduction.....	268
6.1 Conclusion	268
6.2 Suggestions	273
REFERENCES	275
APPENDICES	289
Appendix 1: Standards and Accreditation in Teacher Education in Turkey	289
Appendix 2: Teacher Communication Behavior Student Questionnaire.....	293
Appendix 3: Do you communicate positively?.....	296
Appendix 4: İletişim Becerileri Envanteri	298
Appendix 5: Communication Topic Survey	301
Appendix 6: Effective Communication Skills Questionnaire Pre-test	303
Appendix 7: Effective Communication Skills Questionnaire Post-test.....	305
Appendix 8: Effective communication skills course instructor survey	308
Appendix 9: Content Analysis Results	311
Appendix 10: New Jersey Professional Standards for Teachers	320

LIST OF TABLES

Table 1: Participants of the TCBQ.....	61
Table 2: Mean score for Communication Skills Inventory.....	63
Table 3: TCBQ results.....	68
Table 4: Instructional communication topic list.....	72
Table 5: Instructor survey results.....	76
Table 6: Topics covered in the effective communication skills course.....	77
Table 7: t-test results obtained from the pre-test and post-test.....	85
Table 8: t-test results obtained from the experimental group and the other group.....	86
Table 9: Analysis of reading materials.....	87
Table 10: Analysis of opinions about activities.....	88
Table 11: Analysis of data to evaluate the instructor.....	90
Table 12: Final evaluation.....	92

LIST OF FIGURES

Figure 1: The communication process.....	14
Figure 2: A Model for Communication as Action.....	15
Figure 3: A Model for Communication as Interaction	16
Figure 4: A Model for Communication as Transaction	17
Figure 5: Communication process in a teaching-learning situation.....	40
Figure 6: Interpersonal Communication Model.....	44
Figure 7: Instructional communication as a rhetorical and relational process.....	52
Figure 8: Instructional Communication Model.....	56
Figure 9: The results of the questionnaire “Do you communicate positively?”.....	69
Figure 10: Communication Skills Inventory Scores.....	70
Figure 11: Instructional communication topics.....	72
Figure 12: Do you believe in the efficiency of this course as a prospective language teacher?	81
Figure 13: Did you find the course content satisfactory?.....	81
Figure 14: Was the course both theoretical and practical so that you had developed certain knowledge and skills for effective communication?.....	82
Figure 15: Did the course focus only on some specific issues such as body language and ignore other topics?.....	82
Figure 16: Was the course instructor competent enough to offer this course?.....	83
Figure 17: Do you believe that first semester is appropriate to take this course?.....	83
Figure 18: What semester would be better to take this course in?.....	84
Figure 19: Do you believe that you will make use of the knowledge and skills you have gained in this course in real life?.....	84
Figure 20: Learning pyramid.....	90
Figure 21: Analysis of the items about nonverbal communication.....	96
Figure 22: Analysis of the items about listening skills.....	97
Figure 23: Analysis of the items about speaking skills.....	97
Figure 24: Analysis of the items about problem solving and conflict management.....	98
Figure 25: Analysis of the items about using technology.....	99
Figure 26: Analysis of the items about intercultural communication.....	100
Figure 27: Analysis of the items about general communication skills.....	101

LIST OF ABBREVIATIONS

ELT	English Language Teaching
HEC	Higher Education Council
METU	Middle East Technical University
TCBQ	Teacher Communication Behavior Student Questionnaire
NVC	Nonverbal Communication
CA	Communication Apprehension

CHAPTER I

INTRODUCTION

1.1 Background to the Study

Education has been undergoing a rapid change in the last several years. New modes of learning have been implemented and new communication techniques and strategies are being encouraged as alternative methods to the traditional classroom model. Human communication is a critical issue in interpersonal relationships. According to Samavor, Brooks & Porter (1969), more than 50% of our waking time is used for communication activities (in Ho, 2008:2). If this is the case, then, it should also be an indispensable core element of the curriculum of any teacher training program.

Communication is the ability to share information with people and understand what information and feelings are being conveyed by others. Communication takes on many forms including gestures, facial expressions, signs, vocalizations (including pitch and tone), in addition to speech and written communication. Beebe, et al. (2005:5-6) define human communication as “the process of making sense out of the world and attempting to share that sense with others by creating meaning through verbal and non-verbal messages.” They claim that there are five fundamental principles for effective communication. These are:

1. Be aware of your communication with yourself and others.
2. Effectively use and interpret verbal messages.
3. Effectively use and interpret nonverbal messages.
4. Listen and respond thoughtfully to others.
5. Appropriately adapt messages to others.

Communicating effectively is the cornerstone of education. It is central to the teaching process. Some even argue that communication is the teaching process. As Hurt, Scott & McCroskey (1978) have stated “there is a difference between knowing and teaching, and that difference is communication in the classroom” (p.3). Successful classroom learning and teaching relies on communication between the teacher and the

students. It is important that the teacher understands the students' perception and that the students understand the teachers' perception. For this to happen, we need to establish effective communication skills about what is going on in and out of the classroom. Without effective communication, ideas, directions and thoughts may be lost or misunderstood.

Teaching to enhance understanding has been the goal of educators for many years. For almost 30 years scholars have been researching the role of communication in the field of education. This has led to the emergence of a sub-field of communication since the early 1970's, namely Instructional Communication. In her MA thesis, Melanie May (2004:2), quoted from Staton (1989), define instructional communication as "the study of human communication process as it occurs in instructional contexts-----across subject matter, grade levels and types of settings". May further stated that the term communication education should not be confused with instructional communication, "whereby communication education focuses on the teaching of speech communication (p.2)".

Communication literature suggests that teachers could benefit from more knowledge and skills within the realm of instructional communication. (Hunt, Simond & Cooper, 2002; McCroskey, Richmond & McCroskey, 2002). McCroskey, Richmond and McCroskey (2002:384) state that "being an effective communicator is not required for certification by any state in the U.S. nor is instruction in effective communication included in most teacher education programs. When it is included in undergraduate programs it usually is limited to nothing more than an introductory public speaking class". However, public speaking classes may not address specific instructional communication topics that are significant within the classroom. Therefore, in order to prepare pre-service teachers more effectively within the field of communication, more feasible resources need to be explored and developed.

Research within the field of instructional communication indicates that teacher characteristics and teacher behavior are keys to help pre-service teachers communicate more effectively with their students (McCroskey, Richmond & McCroskey, 2002; Staton-Spicer & Darling, 1986). The State Board of Educator Certification (SBEC) in Texas indicates that communicating effectively is important for becoming a teacher for

grades K-12. In the manual, outlining the educator standards, 7th competency indicates that “the teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning context”. The teachers are expected to practice effective communication techniques and interpersonal skills (including both verbal and nonverbal skills, and electronic communication) for meeting specified goals in various contexts. Moreover, they are asked to demonstrate clear and accurate communication in the teaching and learning process and use language that is appropriate to students’ ages, interests, and backgrounds. Similarly, in 2004, in the booklet of New Jersey Professional Standards for Teachers, standard number eight emphasizes that “teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions”. Teachers are supposed to know and understand the power of communication in the teaching and learning process. Teachers engage in activities to:

- communicate clearly in English, using precise language and appropriate oral and written expressions;
- assist students individually or as a member of group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
- use effective verbal and nonverbal techniques which foster individual and collective inquiry;
- model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
- communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences (New Jersey).

Hunt, Simond and Cooper (2002) claim that offering a communication course for all teachers could improve teacher quality. They developed a communication course to enable pre-service and in-service teachers to improve communication skills and knowledge in 2002. Believing that after taking such a course, pre-service teachers will have a better understanding of the communication principles involved in the teaching process, they proposed the following course concepts:

1. Communication competence (consists of four major topics: classroom communication, interpersonal communication, listening, verbal and nonverbal communication)
2. Instructional strategies (focus on the teacher's ability to synthesize and communicate clearly instructional content to a diverse audience, a variety of teaching strategies- lecture, discussion, independent study, computer-assisted instruction, peer instruction, etc.)
3. Communication impact (discusses the impact of communication in the classroom)

An earlier proposal for this course consisted of following course units: (1) Human Communication in the Educational Environment; (2) Interpersonal Communication in the Classroom; (3) Listening; (4) Nonverbal Communication in the Classroom; (5) Information Dispensing in the Classroom; (6) Leading Classroom Discussions; (7) Small Group Communication in the Classroom; (8) Teacher Influence in the Classroom; (9) Communication Barriers; (10) Communicating in Parent/Teacher Conferences (Cooper, 1986).

In the majority of textbooks written in this field, some of the major chapters focus on key communication topics such as: interpersonal communication between the teacher and the student; nonverbal communication; instructional strategies such as discussion, small groups, and lecturing; communication skills and values; gender; culture; and communication technology.

It is clear that it is essential to recognize the importance of communication within the realm of pedagogy. As May (2002:10) cited from Johnson & Roellke, encouraging a communication curriculum for teachers is “a step toward recognizing the inherent connections between Communication and Education disciplines and toward helping students move ahead in their lifelong journeys toward improved communication with others”.

1.2 Aim of the Study

The importance of effective communication in the classroom cannot be overstated. Interpersonal perceptions and communication relationships between teachers and students are crucial to teaching-learning process. The aim of this study is to

encourage and assist pre-service language teachers to become high quality teachers who know how to communicate with students, colleagues, parents and administrators; who know how to utilize communication technologies; who do not suffer from communication apprehension; who are self-confident, and aware of their strengths and weakness in terms of communication skills. For that reason, it is the aim of this study to prepare a syllabus that provide pre-service language teachers with basic communication concepts and theories and help them to identify and practice effective communication techniques in a variety of contexts. Moreover, this study also aims at demonstrating how principles of communication could be applied to classroom setting so that student learning might be facilitated and improved.

The students usually have a sense of how we feel about them from the way we talk to them. Learners are highly influenced by the way teachers relate to them and positive relationships develop from positive communication skills. Therefore, this study aims at influencing pre-service language teachers' attitudes, beliefs and values related to affective learning in a positive way. It is a well known fact that a positive and affective manner in the classroom increases the retention and application of knowledge that students have learned. Therefore, it is aimed at disseminating positive communication behaviors of pre-service language teachers by increasing their awareness on communication skills.

1.3 Statement of the Problem

One of the most neglected aspects of teacher training is thorough preparation in diverse communication skills. Topics like communication clarity, vocal variety, presentation aids, communication apprehension, non-verbal communication, information-communication technology and teacher-parent relationships are rarely a part of a teacher education curriculum. Yet, obtaining these skills is very significant for pre-service teachers. Therefore, teacher educators must begin to explore ways to integrate communication skills training into teacher education programs.

On the web page of Turkish Higher Education Council (hereafter HEC) there is a document called "Standards and Accreditation in Teacher Education in Turkey". The competencies required of beginning teachers have been given in Appendix 3 of this document (See Appendix 1). It is stated that these competencies are applicable to all

subject areas and they should be acquired by pre-service teachers throughout their training. The competencies are assessed during the teaching practice by the mentor teacher(s) and the pre-service teacher's university supervisor. Among the competencies related to teaching and learning, there exist communication competencies as listed below:

- to give clear explanations and instructions
- to provide effective communication in the classroom (student-teacher; student-student; teacher-student)
- to communicate with school administrators, colleagues, other school personnel, parents and relevant educational institutions
- to use his/her voice effectively
- to use oral and body language effectively (posture, gestures, etc).

Taking these and all other criteria into account, HEC has made some reforms in teacher education programs in Turkey. These new programs were put into practice in 2006-2007 academic year. One of the changes implemented is to include "Effective Communication Skills" course in some of the teacher education programs such as English Language Teaching (ELT), French Language Teaching, Turkish Language Teaching, Primary Education, and so on. However, not all teacher education programs offer this course. Moreover, although it has been proposed as a required course for teacher training programs by HEC, some of the ELT departments in some universities such as Middle East Technical University (METU), Boğaziçi University or Anadolu University do not offer this course in their programs.

Besides, although the course content has been announced in a broader sense by HEC, when we examine the syllabi offered by most teacher education faculties in different universities we realize that there is not a consensus among them. In some ELT departments the course is offered by the instructors from the department whereas in some others it is instructed by faculty from other departments such as Psychological Counseling and Guidance, Communication or other related fields. Furthermore, when we examine the faculty in ELT departments, we see that most of the instructors who deliver this course have little or no training on the communication theory. Therefore, there seems to be a need to train these instructors in preparation for this course. It is

believed that in ELT departments, if this course is delivered by the faculty from the same department, who have good knowledge of both fields (communication and ELT), better results will be taken. On the one hand, we see that some teachers communicate and establish positive rapport with language learners effortlessly, but on the other side, even some experienced teachers with good field knowledge fail to communicate with their students. A research project in Bulgaria supports this idea and gives a picture of negative consequences of communication failure (Malamah-Thomas (1987) in Thomas 2008:1). This seems to be the situation in Turkish classrooms as well. When we observe our teachers, we see that there are teachers who have great field knowledge but are not able to transfer this knowledge to their students because of insufficient communication skills.

One final problem that we encounter is that when communication skills for teachers are mentioned, these tend to equate with presentation skills or speaking skills. However, there are more other than that presentation and speaking skills. For example, the importance of nonverbal communication skills or written communication skill is generally underestimated. We may often meet some teachers who do not know how to write a petition or prepare a résumé. Some teachers, especially in the initial years, do not know how to overcome a conflict they face in the classroom or what to do when they come across with angry parents. All these problems indicate that more emphasis should be placed on the development of teachers' communication skills and we can only achieve this with a well-designed, detailed syllabus.

1.4 Hypothesis and Research Questions

It is supposed that most language teachers are not able to use their communication skills effectively in the classroom. Considering this fact, it is hypothesized that with a well-defined, sound syllabus, it is possible to develop pre-service language teachers' effective communication skills. Thus, they may build rapport and create a positive atmosphere while communicating. They may overcome the barriers to effective communication put between teachers and their students as well as parents and administrators. They may use their body language more effectively and become more emphatic and assertive. Finally, they may develop their speaking, listening and writing skills which are highly essential for becoming an effective language teacher.

In this study the following questions will be answered:

1. What are the opinions of high school students about their language teachers' communication skills?
2. How do English language teachers, working in high schools, feel about their existing communication skills?
3. What is the level of pre-service language teachers' current communication skills?
4. Will they make progress in using their communication skills after taking this course?
5. What instructional communication issues should be included in the syllabus?
6. Will pre-service language teachers develop a more positive attitude toward the "effective communication skills" course after taking this course?

1.5 Scope of the Study

This study suggests a syllabus for "Effective Communication Skills" course at Gazi University English Language Teaching (ELT) Department. This course is a required course and is delivered to the junior pre-service language teachers 3 hours a week throughout the fall semester. Therefore, the suggested syllabus will be designed for 15 weeks and will include the topics chosen according to the results of the survey adapted from May (2002).

1.6 Assumptions and Limitations

It has been accepted that good communication skills are of vital importance to psychologists, counselors and to some other professions. We assume that such skills are of equal importance to teachers and we believe that without effective communication between teachers and students, learning cannot take place. It is also assumed that new teachers will recognize the importance of communication skills and the need for some expertise in the above mentioned skills.

It is assumed that the data collecting devices show the sincere thoughts and opinions of the respondents. It is also assumed that the results of the study can be

generalized for other ELT departments in Turkey. This study is limited to the first graders in the English Language Teaching Department at Gazi University.

1.7 Definition of Terms

Communication apprehension: McCroskey (1977) defines communication apprehension as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p.78). This fear or anxiety limits the individual in developing interpersonal relationships and succeeding both academically and professionally.

Communication competence: It is “the ability to communicate in a personally effective and socially appropriate manner” (Trenholm and Jenson, 1988).

Conflict Management: It is the practice of identifying and handling conflict in a sensible, fair, and efficient manner. Conflict management requires such skills as effective communicating, problemsolving, and negotiating with a focus on interests.

Domains of learning: A committee of colleges, led by Benjamin Bloom, in Educational Psychology has determined that there are three general categories of learning: Cognitive- mental skills (*Knowledge*), Affective- growth in feelings or emotional areas (*Attitude*), and Psychomotor- manual or physical skills (*Skills*). This taxonomy of learning behaviors can be thought of as the goals of the training process. That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

Cognitive Domain:

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories. These are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Psychomotor Domain

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in

terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are: perception, set, guided response, mechanism, complex overt response, adaptation, and origination.

Affective Domain

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. There are five major categories. These are: receiving phenomena, responding to phenomena, valuing, organization, and internalizing values.

The results of research in instructional communication suggest that instructor communication behavior may have its strongest impact on affective learning, although certainly impacting the other categories as well.

Intercultural communication competence: Intercultural communicative competence conceptis developed by Byram and Zarate (1994). It is the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself. It comprises four savoirs: savoir-apprendre, the ability to learn about other cultures, savoir-faire, the ability to apply skills to unknown situations, savoirs, cultural references and explicit knowledge of cultures, and savoir-être, respect and tolerance for other cultures.

Interpersonal communication: Interaction between two or more people in which each participant plays both the source role and the receiver role.

Instructional communication: The process by which a teacher stimulates meaning in the mind of a student or students through verbal and/or nonverbal messages (McCroskey, Richmond & McCroskey, 2006:14).

Rhetorical communication: The intentional process of creating and transmitting verbal and/or nonverbal messages that are designed to stimulate predetermined meanings in the mind of another or others (McCroskey, Richmond & McCroskey, 2006:14).

Teacher immediacy: The concept of immediacy was coined by the social psychologist Albert Mehrabian, who conceptualized immediacy as those communication behaviors that “enhance closeness to and nonverbal interaction with another” (Mehrabian,

1969:203). He has claimed that if we like the persons and things around us we approach them. On the other hand, if we do not like them, we avoid and move away from them (Mehrabian, 1981). Grounding the concept in approach-avoidance theory, Mehrabian suggested that “people approach what they like and avoid what they don’t like” (Mehrabian, 1981:22), and he identified sets of verbal and nonverbal communication behaviors that contribute to reducing the perceived physical or psychological distance between communicators (Mehrabian, 1969, 1981).

Nonverbal immediacy is a term used among communication researchers to describe nonverbal behaviors that communicate liking, a positive evaluation of others, or positive affect to others. These behaviors typically include looking toward someone, leaning toward someone, touching someone in a non-threatening manner, sitting near someone, smiling, and speaking in an animated way. A list of items related to nonverbal immediacy behaviors are given below:

- Gestures while talking to the class
- Uses vocal variety (non-monotone) when talking to the class
- Looks at the class while talking
- Smiles at the class while talking
- Has a relaxed body posture while talking to the class
- Moves around the classroom while teaching
- Looks very little at board or notes while talking to the class
- Removes barriers between self and students
- Uses appropriate touch when dealing with students
- Professional but more casual dress, appropriate to the context (or more professional dress initially to increase credibility, then more casual dress throughout the semester)

Verbal immediacy can be defined as the use of verbal communication that enhances physical and psychological closeness (Gorham, 1988; Christophel, 1990). In the teaching context, verbal immediacy encompasses behaviors such as humor, praising student’s actions, work, or comments, demonstrating willingness to become involved in a conversation with students, self-disclosing, asking questions that solicit opinions, following up on student initiated topics of discussion, and meeting with students outside of class (Gorham, 1988).

1.9 Conclusion

One of the most important variables in improving student learning is ensuring that students have high-quality teachers. Teachers perform three basic functions in the classroom. They facilitate learning, manage the classroom and make decisions (Hunt et al, 2002). For example, they identify students' level of achievement in subject matter and provide instruction and activities appropriate to those levels. They further evaluate classroom conditions and make adjustments when necessary. They decide what to teach within the subject areas and within the context of available curriculum guides. While performing these functions, most of the time teachers have to use their communication skills effectively and without training in effective communication skills, one wonders how effectively teachers can perform these functions.

Having an education on communication skills is very important for teachers of all branches. However, it is much more essential for language teachers. Communication is the core of language classrooms in that we aim at developing communicative competence of our students. Therefore, effective communication skills should be emphasized in the language curriculum. For that reason, it is believed that a well designed, sound syllabus will develop pre-service teachers' knowledge on communication skills. It is expected that at the end of this course students will have knowledge of:

- Communication skills in speaking, reading, listening and writing
- Effective skills of interpersonal communication with pupils, teachers, and school administrators
- Effective classroom management skills and techniques as well as conflict management skills
- How to develop a classroom climate to enhance the social, emotional, physical and psychological aspects of the students

Much of the teaching is about sending and receiving messages. Carefully planned and skillfully delivered messages can create a positive learning atmosphere. But without careful considerations and planning, the messages received by the students can be conflicting, confusing and discouraging. Therefore, teachers need to monitor their personal verbal and nonverbal communication so it is characterized by clarity, organization and sensitivity.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter is designed to review the related literature about some concepts about communication process. After giving some definitions of this process, some human communication models, essential elements of communication process, principles of communication, some barriers to communication will be introduced. Finally, the place of communication in education will be discussed.

2.1 What is Communication?

We talk to our friends about things that interest us; listen to the radio broadcast for the weather forecast; attend conferences or lectures; read books, magazines and newspapers; write and read what is written. In other words, we continually interact with people, with ourselves and with our physical environment, and the basis of this interaction is communication.

Communication has been defined in many different ways. Basically, communication means the transfer, transmission, or exchange of ideas, knowledge, beliefs or attitudes from one person to another. As Nacino-Brown et al. (1982:15) quoted from Warren Weaver and Claude Shannon, communication includes “all the procedures whereby one mind may affect another. This involves not only written and oral speech but also music, the history arts, the theatre, ballet, in fact all human behavior.” From this definition one can conclude that people have something significant to share with each other and this sharing affect the way they behave. There are many different media through which people communicate and language is just one of them.

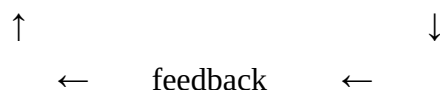
Communication is a process. It is ongoing, dynamic but not static. It has no fixed sequence of events in that it is impossible to talk about the beginning and end of communication. Three fundamental elements have been identified as necessary for communication to occur. These are the communicator, the message and the receiver.

However, later in 1960, Berlo identified the following elements for communication to occur: source, encoder, message, channel, decoder and receiver.

Any form of human communication has a source. This source could be a person or a group of persons with a purpose or an intent to communicate. This purpose is expressed by the source in the form of a message. Then the message is translated into a code of systematic set of symbols, which may be verbal, gestural, written or any other form available. This process is called as encoding. The encoder is responsible for taking the purpose and expressing it in a message. In human communication encoding is performed by a person's vocal mechanisms which produce the sounds and by the muscle systems which produce bodily movements such as hand gestures, facial expressions and posture. The message is transmitted or carried via a channel. A channel is the means through which the message is transmitted to the receiver. The receiver is the person at the end of the channel for whom the message is intended. He decodes the message into a form that is useful to him. Decoding is done by the receiver's motor skills and senses; he listens, reads, thinks, evaluates, and so on. As soon as he understands the message, he reacts or responds to it in his own unique way. The response the source gets from the receiver is called as feedback which is very important during communication. In human communication the encoding and the decoding of the message are performed by the source and the receiver respectively. The following figure represents the communication process (Nacino-Brown, Oke & Brown, 1982:16).

Figure 1: The communication process

Source → message → channel → receiver



2.2 Human Communication Models

Models of communication have changed throughout the history. Many people have tried to describe how the communication process begins, and they have used either verbal or visual models to describe the process. Communication model of a communication system describes various processes going on in the communication. It

shows all the processes required for the communication. Moreover, it helps us to study communication by breaking down the process into identifiable components that can be observed, measured and analyzed. Previously communication was viewed as a transfer or exchange of information. However, more interactive give-and-take approaches have been widely accepted later. In recent years, on the other hand, communication has been regarded as a process in which meaning is created simultaneously among people. Now, human communication models will be explained in brief.

2.2.1 Communication as action: message transfer

It is a way of transferring meaning from sender to receiver. A source encodes a message and sends it to a receiver through one or more sensory channels. The receiver receives and decodes the message. Lasswell describes the process as follows:

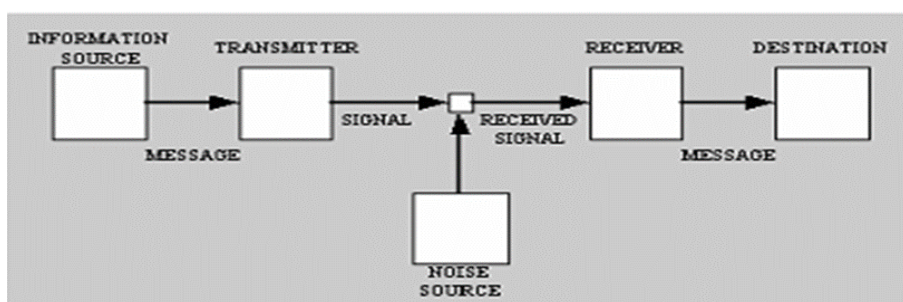
Who (sender)	To whom (receiver)
Says what (message)	With what effect
In what channel	

e.g.

A: "Put the book on the table when you are done." (goes out of the room)

B: (has a stack of books in front of her) ?????

Figure 2: A Model for Communication as Action



This model is one-directional. It depicts communication as linear input/output process. Here are the key components of this model: The **source** is “the originator of a thought or an emotion who puts it into a code that can be understood by a receiver” (Beebe, Beebe, Ivy & Watson, 2005:11). The **receiver** decodes the signal and tries to make sense out of what is sent (message). **Messages** are verbal (written and spoken) and nonverbal elements of communication to which we assign meaning. You can send a message intentionally or unintentionally. A message is sent via a pathway called a **channel**. It can be visual, auditory, olfactory, tactile, wireless and electronic. **Noise** is interference and keeps a message from being understood. It can be both literal (e.g. honking of cars) and psychological (e.g. worries).

2.2.2 Communication as interactional: message exchange

This model uses the same elements as the linear model but adds feedback and context. It is two-directional. A source encodes and sends a message to a receiver. The receiver receives and decodes the message and then encodes feedback and sends it back to the source. This perspective can be summarized using the following principle: “For every action there is a reaction.”

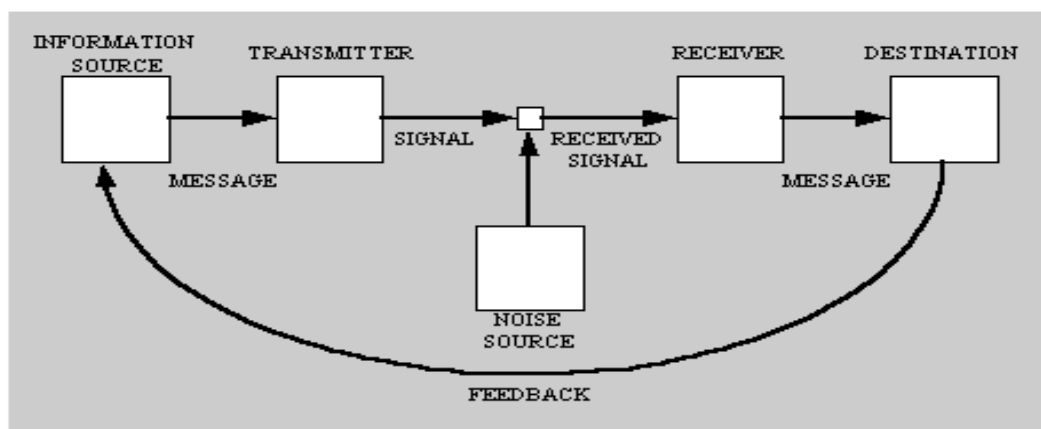
e.g.

A: Please hand me the book.

B: Which one?

A: The red one on the top of the pile.

Figure 3: A Model for Communication as Interaction



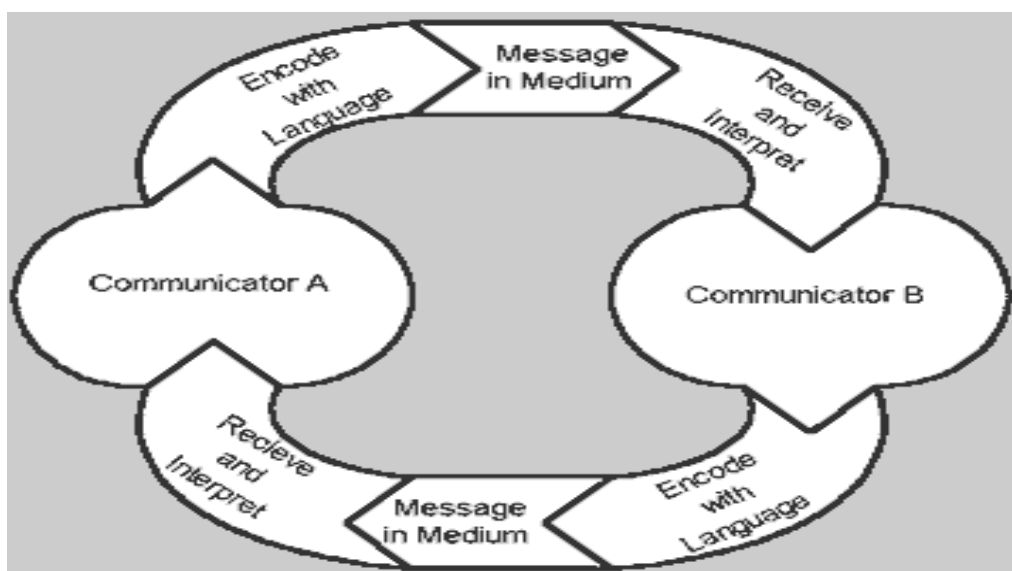
Foulger, 2004

Feedback is the response to the message. It can be intentional, unintentional, verbal or nonverbal. Without feedback, communication is less likely to be effective. The second component added in this model is the **context**. It is the physical and psychological communication environment. A conversation with a good friend in a party would be likely to be different from the one in a formal meeting. Context covers not only the physical environment but also the number of people present, their past relations, communication purpose and the culture they grew up.

2.2.3 Communication as transaction: message creation

In this model the source and receiver play interchangeable roles throughout the act of communication. The communicators simultaneously process messages. They assume the roles of encoder and decoder in the transaction. When we send messages, we monitor the degree to which the other person understands each message. If one partner misunderstands a message, both can work to clarify the meaning. Most scholars view it as the most realistic model for communication.

Figure 4: A Model for Communication as Transaction



(Foulger, 2004)

2.3 Structure of the Communication Discipline

The discipline of communication focuses on how humans use verbal and nonverbal messages to create meaning in various contexts (from two person groups to mass audiences) across cultures using a variety of channels and media. The discipline is especially interested in the impact of those messages on human behavior. The communication literature includes a variety of subjects that define the field. It includes the study of communication in interpersonal relationships, groups, organizations, and across cultures; performance studies; argumentation and persuasion; technologically mediated communication; and popular culture. Rubin et al. (2005:5) group these subjects into ten major content categories: group communication, health communication, instructional communication, intercultural communication, interpersonal communication, language and symbolic codes, mass communication, new communication technologies, organizational communication and public communication. Communicators and message are the common features of all subject areas but what differentiates one area from the other is the focus of different settings, channels or dominant modes of interaction (Rubin et al., 2005:5-6).

In this study, the focus is on the interpersonal communication and instructional communication as well as intercultural communication to some extent. *Interpersonal communication* involves the study of people and their reactions or relationships. Researchers in this field study the use of verbal and nonverbal messages in developing and maintaining relationships between people. Some topics they find interesting are interpersonal competence, impression formation, spousal conflict, interpersonal attraction, relationship development, friendship and relational communication.

Instructional communication focuses on pedagogy, media effects, and communication in the classroom. Communication pedagogy includes the study of distance learning or televised instruction, use of technology in the classroom, and methods of teaching specific communication classes. Communication in the classroom examines various student communication variables (for example, communication apprehension, motivation to learn, and study gender differences), teacher communication behaviors (i.e. immediacy, credibility, and style), and classroom management issues (i.e. teacher power, student resistance).

Intercultural communication involves communication in either interpersonal or mediated settings. Some researchers focus on how people from different cultures communicate and form intercultural relationships, whereas others compare people's interpersonal traits, skills or behaviors across different cultures. This field also compares national communication systems and examines the development of such systems and their impact on national growth and progress.

2.4 Communication Competence

What does it mean to communicate competently? Does it mean you are able to present a well-delivered speech? Or are you able to carry on a brilliant conversation with someone? Defining communication competence is not so easy. There is still no agreement on a precise definition among scholars. Being a competent communicator is “more than just being well liked, glib, able to give polished presentations, or able to smoothly interact with others one on one or in groups and teams” (Beebe et al., 2005:5).

Spitzberg (1988) defines communication competence as “the ability to interact well with the others”. He adds that “the term ‘well’ refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness” (In Lane, 1994). For McCroskey (1984:261), communication competence is “adequate ability to pass along or give information; the ability to make known by talking or writing”. According to Rubin (1985) communication competence is “an impression formed about the appropriateness of another's communicative behavior”. Parks (1985) argues that to be competent, we must “not only ‘know’ and ‘know how’, we must also ‘do’ and ‘know what we did’”. He defines communication competence as “the degree to which individuals perceive they have satisfied their goals in given social situation without jeopardizing their ability or opportunity to pursue their other subjectively more important goals (In Lane, 1994). Similarly, Wiemann and Backlund (1980:188) define communication competence as:

The ability [i.e. cognitive ability] of an interactant to choose among available communicative behaviors in order that he (she) may successfully accomplish [by employing skills] his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situation [adaptation and appropriateness]. (cited in Salleh, 2008:304).

It is clear that communication scholars have defined this term in different ways. Yet, Beebe et al. (2005:6) set three criteria as measures of competent communication as follows:

1. The message should be understood as the communicator intended it to be understood.
2. The message should achieve the effect the communicator intended to achieve.
3. The message should be ethical.

Adler and Rodman (2003:17) list some characteristics of communication competence:

1. There is no “ideal” way to communicate: A variety of communication styles can be effective. That is to say, some people are serious whereas some use humor often while communicating. Moreover, the type of communication that succeeds in one situation might not work at all in another. Therefore, being a competent communicator requires flexibility in understanding what approach works well in a given situation. Cultural differences also indicate that there is no single model of competence. In other words, what qualifies as competent behavior in one culture might be offensive in another.

2. Competence is situational: Competent behavior varies so much from one situation and person to another; therefore, it cannot be claimed that one has or lacks communication competence. It is better to talk about degrees or areas of competence. For example, you might get along well with kids but feel awkward while communicating with older people.

3. Competence is relational: Behavior that is competent in one relationship is not necessarily competent in another. Adler and Rodman (2003) mention a study conducted on how people deal with jealousy in their relationships. The ways stated includes acting indifferent, decreasing affection, talking the matter over and acting angry. The researchers found that no type of behavior was effective or ineffective in every relationship.

4. Competence can be learned: To some extent, our communication style is determined genetically. However, biology is not the only factor that shapes the way we communicate. When people grow up their effective communication skills develop

through systematic education, observation or through trial-and-error process. In a study, it is found that college students' communication competence increases over their undergraduate studies.

In sum, communicative competence is dependent on the context in which the interaction takes place. Communication which is successful with one group in a situation may not be perceived as competent with a different group in a different situation.

2.5 C's of Effective Communication

Learning is lifeless without communication. Knowledge, news, information are spread and gained because of communication. There are two essential elements of communication apart from the content or the information which is being spread: sender and receiver. What we learn and understand depends upon the quality of information the sender transmits and the concentration with which the receiver assimilates that information. To compose effective message you need to apply certain specific communication principles. They tie closely with the basic concepts of the communication process and are important for both written and oral communications. We often call these as essential Cs of effective communication. They are: completeness, conciseness, clarity, correctness, courtesy and concreteness.

2.5.1 Completeness

It means that our message should include all necessary facts and background information. It should include everything the reader/listener needs for the reaction we desire. Sometimes we have a tendency to think that it is needless to add few things and assume that the listener or the reader must be knowing it but that assumption may not be correct. Communicators differ in their mental filters since they are influenced by their backgrounds, viewpoints, needs, attitudes, status and emotions. Therefore, we must include all information which our reader/listener wants. We should answer all questions, give examples if necessary. If you are attempting for completeness, it is better you keep the following guidelines in mind:

- Answer all questions asked
- Give something extra, when desirable

- Check for the W's and any other essentials.

www.explorehr.org/articles/Personal_Development/Seven_Communication_Principles.html

Brantley & Miller (2008:50) suggest using the following list of criteria to evaluate a message for completeness:

Who?	Who is the intended receiver? Is the content appropriate for the intended
What?	receiver? What is your objective? Will the reader know what to do?
When?	When should the reader respond? Have you included complete, accurate
Where?	details? Where should the reader respond? Have you identified names, postal
	and electronic addresses, telephone and fax numbers?
Why?	Why should the reader respond? Have you stated a benefit for the reader?
How?	Have you encouraged a positive response? Does your message promote
	goodwill?

2.5.2 Conciseness

Conciseness means to convey information in fewest possible words. Speak or write to an extent demanded by the circumstances or the situation. Nothing more or nothing less. No one has neither the patience nor the time to listen to large volume of information unless it is something specifically needed in great detail. So you should try to keep your message as concise as possible. Conciseness contributes to emphasis. By eliminating unnecessary words, you help make important ideas stand out. To be able to concise:

- Include what people need to know, and keep nice-to-know information to a minimum.
- Be brief and eliminate wordy expressions.
- Write to inform, not impress.
- Use short, simple sentences.
- Select action verbs and efficient words.
- Avoid unnecessary words and repetitions.
- Edit ruthlessly.

<http://www.blurrit.com/q2899395.html>

e.g. **Wordy**

You will quickly come to the conclusion that unless you communicate in a consistent manner, you will jeopardize your relationships with your coworkers.

Concise

Communication consistency builds trust with coworkers.

Wordy Phrases

Every one of the students entered the contest.

Concise Words

Every student entered the contest.

(Brantley & Miller, 2008: 39)

2.5.3 Clarity

Clarity of information is of prime importance. It means that we have a definite purpose of writing and/or speaking and we want the receiver to interpret our words with the same meaning we have in our mind. Achieving this goal is rather difficult as our experiences are never identical and words have different meanings to different persons. Clarity demands us that each and every points and aspects of our message should be clear to the reader/listener. Therefore, message should be simplified and easy to understand. You should use right level of language, proper punctuation, right spellings and accurate facts and figure. You should construct effective sentences and paragraphs. You may use illustrations, examples to make your message clear. Demos help a great deal in making your message clear.

e.g. The unclear example on the left is written to impress the reader; the clear example on the right is written to express the thought.

<i>To Impress</i>	<i>To Express</i>
The English language device known as capitalization, using in printed matter designated letters of larger size, not only is a punctuation tool of considerable importance but also is a tool whose function varies in accordance with differing, prescriptive language rules.	Capitalization, a punctuation tool, varies based on language rules.

(Brantley & Miller, 2008: 35)

2.5.4 Correctness

The correctness principle not only comprises proper grammar, punctuation, spelling and so on. Your message should also be correct to the best of your knowledge and the source of information should be reliable. All information should be accurate and timely. In our messages we should include fact words and figures, writing should be perfect and clean, language should be of correct level and there should be proper grammar, punctuation, spelling and paragraphing. Whatever you say or write should be supported by data, quotes, or proper references. One should pay attention to choose nondiscriminatory expressions. If our message or documents is not of good level of correctness then it has no effect on reader/listener so it may cause lot of difficulties. So the objective of communication will be failed. For that reason, it is suggested you double check your spellings and grammar and proof read it before you send it (<http://www.giveatry.com/communicationskills.php>).

2.5.5 Courtesy

Courtesy means to show our expressions and respect to the reader/listener. Courteous messages help to strengthen present relations and make new friends. Courtesy stems from sincere you-attitude. Your message should be delivered in a positive manner. People are more open to the content of positive messages than of negative ones. The following table shows a list of negative words that undermine positive messages:

Negative Words to Avoid			
blame	damaged	fear	no
complaint	doubt	lazy	not
criticize	failed	never	sorry

Both word choice and sentence structure can change a negative tone into a positive tone. Structure your sentences to state what can be done rather than what cannot be done. The next examples show how word choice can change a negative tone into a positive tone.

e.g. ***Negative Tone***

Never allow customers to shop
without first greeting them.

Positive Tone

Always greet customers as
soon as they arrive.

(Brantley & Miller, 2008: 32)

Try to be polite but still be authoritative in your approach. Do not ever play with the sentiments of the listeners. Have accommodation for their point of thinking and do not outrightly reject them.

To be courteous, considerate communicators should follow the below given suggestions:

- Be sincere, tactful, thoughtful and appreciative.
- Omit expressions that irritate, hurt or belittle.
- Grant and apologize good-naturedly.
- Be polite and humble in delivering the message.

<http://articles.smashits.com/articles/career/40654/the-six-c-s-of-effective-communication.html>

2.5.6 Concreteness

Communicating concretely means being specific, definite and vivid rather than being vague and general. Your information should have maximum possible facts to support your message and minimum assumptions. Using specific facts and figures, putting action to your words, choosing vivid, image-building words may help you compose concrete and convincing messages. Brantley & Miller (2008: 42) state that the following steps will help you write concrete messages:

- Establish contact with the reader: When you write a message, try to build on shared personal backgrounds.
- Use precise modifiers: Research reveals that readers remember precise (concrete) words longer than general words and specific terms translate more easily than do broad, general words. The following example shows how precise expressions provide more concreteness than vague modifiers:

Our new product will arrive soon. (Vague)

Our new product arrives October 1. (Precise)

- Avoid opinions or generalizations: when people ask for your opinion, think about what information they need before you respond. When you are not sure what information they really want, ask for clarification.

- Provide specific details: Effective messages contain specific details that are clear to both the sender and the receiver. Therefore, provide specific details, such as sources of information your reader may need or want.

A concrete message is exact. When you develop concrete messages, you also verify correctness (www.explorehr.org/articles/Personal_Development/Seven_Communication_Principles.html).

In sum, all six C's are necessary for effective communication. Make sure your message include the six C's of effective messages. Be courteous. In other words, show concern for the intended reader/listener. Compose messages that are simple and easy to understand (clarity). State what needs to be said in a few words as possible (conciseness) and provide accurate details in an acceptable format (correctness). Pay attention to include all pertinent information (completeness). Finally, convey your message with precise terms (concreteness).

2.6 Principles of Communication

Civikly (1997) lists some principles about the communication process. He claims that these principles have been observed across all types of communication.

Principle 1: Communication is inescapable

Communication is everywhere. Even before we are born, we respond to sounds and movements around. Beebe, et al. (2005) have stated that the process of communication starts with our first cry and continues until we die. Communication with others plays an 'ever-present' role in our life.

We sometimes send verbal messages but sometimes our messages are not verbalized. Some of these messages can be intentionally sent or we may sometimes unintentionally sent messages to others. We spend most of our waking hours in interpreting messages from others. Even when we silently wait in a line avoiding eye contact with others, we keep sending messages. That is we are not willing to communicate or start a conversation. Other people try to make sense out of what we do or do not do.

Principle 2: Communication is irreversible

The Russian proverb “Once a word goes out of your mouth, you can never swallow it again” summarizes this principle. During a conversation we may try to modify the meaning of a message we sent by saying something like, “I didn’t mean it.” But most of the time the damage has been done. Communication gains a physical property once it is created and it cannot be uncreated. Beebe et al. (2005:16) remind the helical model of communication developed by Dance and assert that “once the communication begins, it never loops back on itself. Instead, it continues to be shaped by the events, experiences, and thoughts of the communication patterns.”

Principle 3: Communication is a process in constant change

Civikly (1997:11) states that the phrases “A man can never step into a river in the exact spot twice” and “You can’t stop the time” characterize this principle. The word change allows us not to get stuck in any one perceptual pattern. Change and the passage of time are unavoidable and unstoppable. We can never know the totality of any given situation. What are some implications for teachers?

I see the expectation and opportunity for a teacher and students to develop and to be different, to change. Although we certainly appreciate some order and predictability in our lives, we must be careful ... not to put a cookie mold around ourselves or our students, unless there is a way for that mold to reform and grow and change (Civikly, 1997:11).

Principle 4: Communication is a system of rules

When we communicate, we follow a set of rules that provides order for interaction. Most of the rules are embedded in our culture and discussed verbally rather than written in a rulebook. We generally are not aware of these rules unless they are violated. When we ask a question, we expect an answer or when somebody speaks, others are expected to be listening. There is a set of questions that can be asked about an interaction: Who?, What?, When?, Where?, How?, Why? Each of these questions sets our expectations that participants will follow certain rules. These rules can be explicit or implicit.

For teachers there are many implications of this principle. Communication is systematic. Without structure there is only chaos and there cannot be flexibility. There can be structures during teacher-student interaction. Teachers may have both explicit

and implicit rules. They spell out their explicit rules in their syllabus. They ask and students listen and they share ideas with others. Teachers also use prefabricated patterns to let students know what s/he expects. There are also other rules that are more implicit. They are not written or verbalized because the students are expected to learn these rules long ago such as only one person speaks at a time or raise your hand to speak, and so on (Beebe et al., 2005:17; Civikly, 1997:11).

Principle 5: Communication messages are both verbal and nonverbal

The verbal message is formed through the language that is to say, through the words and phrases we use to communicate. Moreover, we also create nonverbal messages when we speak by using different tones, accent, style, and so on. Nonverbal aspects of the message help a person how to interpret the verbal part of the message. Civikly (1997) claims that depending on how we say things, for instance “sure”, the message can be positive, negative or sarcastic. He adds that the teaching profession involves so much talking; therefore, this principle is very important. As a teacher, what we say and how we say it has a great impact in the classroom environment.

Principle 6: Communication messages can be intentional or unintentional

When we run an eye over the definitions of communication, we realize that some of these definitions indicate communication as an intentional act whereas some others do not mention this. Communication can be both intentional and unintentional. This principle hints at one of the negative aspects of teaching. You may never know if you had an impact on a student in your class. This principle is also important while presenting information to a group of students since these students may interpret your intended message in many different ways. Civikly (1997:13) states that “sometimes, teachers are more befuddled by this variety than by the difference in interpretations. This variance will be less of a surprise if we are clear about the intentional/unintentional aspects of messages.” The variety of responses demonstrates the necessity of some redundancy and rephrasing of information by both the teacher and the student.

Principle 7: Every communication message has a content and relationship level

When we speak we do two basic things:1) we give information to someone and 2) we tell the listener how we view our relationship with him/her. The first aspect is known as the *content* level of the message. The information aspect has also been

identified as the cognitive or intellectual dimension. The content of the communication messages focuses on the new information, ideas or suggested actions that the speaker wishes to share. The second aspect is known as the *relationship* level or affective and feeling dimension. This dimension is usually more implied. It shows our attitude toward the other person and how we see our relationship with that person. In other words, this aspect offers cues about the emotions, attitudes, and amount of power and control the speaker feels towards the other. What you say (the words) and how you say it (tone of voice, amount of eye contact, facial expressions, etc.) can reveal much about the true level of your message. For instance, when you read the transcript of what someone says, compared to what hearing the message, you can get a different meaning. However, when you hear the same message, hear the tone of the voice or see the facial expressions and posture of the speaker, you may get the intended meaning in a different way.

The implication of this principle is that we always provide information to others about the content and perceived relationship. We cannot speak without accomplishing both aspects. To be able to communicate affectively, you need to understand all aspects of your communication style. For example, when a teacher says “Stop wasting time and finish your project!” the content level of the message indicates the completion of the projects while the relationship level shows teacher’s impatience and attempt to control (Beebe et al., 2005; Civikly, 1997).

Principle 8: Communication involves different levels of implication

One of the basic functions of communication is that it reduces uncertainty and increases knowledge. Civikly (1997:14) states that “the chances of making an accurate prediction about the effects of our messages on others are increased when knowledge or information about the event is increased. Three levels of information (cultural, sociological and psychological) provide for predictions about communication with others”. The cultural level information refers to outward appearances such as physical size, gender, race, and so on. Since this information is limited it does not have high accuracy. At the sociological level the information is increased by knowledge about the person’s relationships at work and within social groups. At that level the accuracy rate for predictions increases. The psychological level is the one that provides the most accurate prediction. The information is quite detailed and you become aware of the

person's individual needs, personality, and motivations for behavior. Thus, one can distinguish the unique characteristics of a person.

How can a teacher make use of this principle in the classroom and what prediction level is likely to operate? Civikly (1997:14) claims that the sociological level, with some leanings toward the psychological, is certainly in effect. It is evident that at this level teachers start to gain a better understanding of the students or vice versa.

Principle 9: Communication is transactional

Communication is a dynamic process for both the sender and the receiver. When two people communicate, they receive and send the message simultaneously. Listeners provide messages as they listen and speakers take in information when they speak.

Throughout the teaching process a teacher simultaneously receives and processes students' facial expressions and behaviors. While the students are listening to their teacher; they are also active in sending information. Civikly (1997:16) states that "although a person may display the sending or receiving behavior more predominantly at any one time, the two occur simultaneously".

Principle 10: Communication process involves mutual influence

This principle is parallel to the previous one. The way others respond to us affects the way we act. In a classroom atmosphere, a teacher must be aware of the students' reactions and pay attention to the messages sent by them. Thus, s/he may adjust his/her teaching behaviors accordingly. For example, considering the reactions of the students a teacher may slow down or repeat some important issues. Civikly (1997) states that researchers such as Leinhardt and Greeno (1986) have found that experienced teachers are distinguished by their ability to obtain and retain new information in their interactions with students while teaching whatever they are supposed to teach.

Principle 11: Communication occurs in a context that influences the process of communication

Context in which the interaction takes place influences the communication process. The context includes the people, the physical environment, climatic features, time, and the event taking place, the communication goal, the culture in which the

communicators are steeped. All these factors affect the way communication takes place, the amount of information as well as its intimacy, and acceptance of communication from others. For example, the conversation with your good friend during the break would be likely to differ from the one the two of you might have in an instructor's office.

In the classroom, the context may have an effect on the teacher and the students. There may be special days at schools that influence who talks to whom and how. Such occasions may be great opportunities to develop the relationship among students and with their teacher.

Principle 12: Communication is both complex and subtle

Communication process is rather complex in that there are many factors that affect this process. It is not simple. If it were, there would not be misunderstandings and conflicts in the world. Civikly (1997:17) claims that “if we forget to think of our communication habits and our assumptions about others’ behaviors, we may be tricked now and then, and experience some misunderstandings and breakdowns”. This is what he calls the subtlety of communication.

Beebe et al. (2005:16) assert that communication process is complicated because of the number of variables and unknown factors involved when people interact. In order to illustrate the complexity of the process, they mention Dean Barnlund's view on communication with other people. Dean Barnlund suggests that whenever two people interact, there are at least six “people” involved: (1) who you think you are; (2) who you think the other person is; (3) who you think the other person thinks you are; (4) who the other person thinks he or she is; (5) who the other person thinks you are; and (6) who the other person thinks you think he or she is. When you add more people to the conversation, it becomes more complicated.

The classroom is a perfect place to analyze complexity and subtlety matters. This principle is true for two-person interactions but when the number increases to 20, 25 the intricacies of effective communication are challenged.

2.7 Communicating Effectively

People fulfill a variety of needs through communication. Communication is vital in all areas of our lives. We use it to persuade others; to influence relationships; to inform; to share, discover and uncover information. Even though we have been communicating since birth, we are not always effective. Sometimes communication does not work and we end up frustrated. We bore an audience with a speech or get lost by using incomplete directions. There are many people who believe in the importance of effective communication in our work and in our relationships. Hybels and Weaver (1995:5) mention a survey sent to 1000 personnel managers and state that these managers list oral communication and listening as the most important skills. For the workers, the ability to work with others and speaking effectively are the most important. In another survey sent to college alumni, they report that making presentations, handling questions and answers and small group discussions are the most important skills for their jobs. It is clear that effective communication is the most important key to success in our lives.

What is effective communication, then? In the information age, we have to send, receive, and process huge numbers of messages every day. But effective communication is about more than just exchanging information. Effective communication skills require knowledge, practice and effort. Just knowing how to speak does not mean that you know how to communicate effectively. **Effective communication** means that we are able to express ourselves, both verbally and nonverbally, in ways that are appropriate to our cultures and situations. Robinson and Segal (2011:1) affirm that “effective communication helps us better understand a person or situation, enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish”.

Effective communication requires you to understand the emotion behind the information. It helps you to communicate even negative or difficult messages without creating conflict or destroying trust. Effective communication is a learned skill. You can learn to communicate in ways that will let you get your point across in an effective manner without confusing the listener or without becoming frustrated or upset. Of course, it takes time and effort to develop required skills and become an effective communicator. The more effort and practice you put in, the more instinctive and

spontaneous your communication skills will become (Ayers, 2011; Robinson & Segal, 2011).

Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you are communicating with (Ayers, 2011; Brown, 2011; <http://umaine.edu/publications/6103e/>; Robinson & Segal, 2011).

Listening is one of the most important aspects of effective communication. Successful listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they are communicating. It requires eye contact, objective processing and feedback to the speaker. Active listening may involve asking clarifying questions or restating what was heard to assure that the intent of the message sent was correctly received. Effective listening can make the speaker feel heard and understood which can help build a stronger, deeper connection between you; create an environment where everyone feels safe to express ideas, opinions, and feelings, or plan and problem solve in creative ways; save time by helping clarify information, and avoid conflicts and misunderstandings and diffuse negative emotions.

Your body language is a very important component of communication. Body language sends a strong message to the listener. It includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you are feeling than words alone ever can. Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, and build better relationships. You can use body language to emphasize or enhance your verbal message. You can also enhance effective communication by using open body language (arms uncrossed, standing with an open posture or sitting on the edge of your seat, and maintaining eye contact with the person you are talking to). If you cross your arms across your chest, this implies that you are defensive (even if you are not). Wringing your hands gives the appearance that you are nervous or tense. When communicating keep your arms at your sides and keep your stance straight and natural and smile in order to appear relaxed.

Another important effective communication skill is managing stress. In small doses, stress can help you perform under pressure. However, when it becomes constant and overwhelming, it can impede effective communication by disrupting your capacity to think clearly and creatively, and act appropriately. When you are in a calm and relaxed state, you are able to know whether the situation requires a response, or whether the other person's signals indicate it would be better to remain silent. Robinson and Segal (2001) offer some ways to deal with stress during communication as follows:

- Recognize when you are becoming stressed.
- Take a moment to calm down before deciding to continue a conversation or postpone it.
- Bring your senses to the rescue and quickly manage stress by taking a few deep breaths, clenching and relaxing muscles. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell.
- Look for humor in the situation. When used appropriately, humor is a great way to diffuse stress when communicating.
- Be willing to compromise.
- Agree to disagree, if necessary, and take time away so everyone can calm down.

Emotional awareness is also one of the skills for effective communication. Emotions play an important role in the way we communicate. The way you react to emotionally-driven, nonverbal cues affects both how you understand other people and how they understand you. Emotional awareness provides you the tools for understanding both yourself and other people, and the real messages they are communicating to you. Robinson and Segal (2001:1) state that “if you are afraid of strong emotions or if you insist on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone”. Emotional awareness skill can be learned with patience and practice. You can develop emotional awareness by learning how to get in touch with difficult emotions and manage uncomfortable feelings, including anger, sadness, fear, disgust, surprise, and joy. When you know how to do this, you can remain in control of your emotions and behavior, even in very challenging situations, and communicate more clearly and effectively. According to Robinson and Segal (2001:1) emotional awareness helps someone:

- Understand and empathize with what is really troubling other people.
- Understand yourself, including what's really troubling you and what you really want.
- Stay motivated to understand and empathize with the person you're interacting with, even if you don't like them or their message.
- Communicate clearly and effectively, even when delivering negative messages.
- Build strong, trusting, and rewarding relationships, think creatively, solve problems, and resolve conflicts.

2.7.1 Barriers to effective communication

It is sometimes very difficult to get other people to understand what you mean. Evidence around us and our personal experience suggest that successful communication is difficult to achieve. There are certain barriers which might cause communication to breakdown somewhere along the process. Here is the some of the reasons for communication breakdowns:

2.7.1.1 Inadequate verbal communication skills

The most essential verbal communication skills are speaking, writing, reading and listening. Although the first two may be regarded as more relevant to the source, and the last two to the receiver, the roles of the source and the receiver may be reversed in the communication process. Therefore, all these skills are of equal importance to both source and receiver.

Adequacy in all four skills means sufficient vocabulary and knowledge of the structure of the code (language) being used. Speaking needs skills such as correct pronunciation, appropriate voice inflection, good diction and enunciation as well as an accurate interpretation of feedback (verbal and nonverbal) from the receiver. Writing needs skills such as the ability to use punctuation marks in their proper places and to spell words correctly. Listening is more critical than reading in that there is no way to verify what is heard or said because the sounds disappear quickly. Moreover, listening involves catching the patterns of thought and giving meaning to the words or phrases.

If the source is inadequate in verbal communication skills, she is limited in her ability to translate his thoughts, ideas or intentions into a message that would elicit the

response he desires. Similarly, deficiencies in the receiver's verbal skills will affect the way he gives meaning and consequently the way he reacts or responds to it. The communication breakdown will emerge if the receiver fails to understand the whole message or some portion of it.

2.7.1.2 The problem of meaning

During the communication process we should keep the fact in mind that the same word may mean something different to the people depending on their experience, background knowledge, the way they think, and their verbal communication skills level. The meanings of the words lie with the people who act on them and depend on the context in which they are used.

Serious communication breakdowns can be recognized if we depend on the false assumption that people have the same or similar meaning for identical things. No two people can have the same meaning for anything unless they have a similar experience or expected to have similar experiences. Therefore, the word war gives a different meaning to somebody who fights for years in the battlefield than to somebody who has never seen a gun fired.

2.7.1.3 Contradicting verbal and nonverbal messages

Verbal messages are generally accompanied by nonverbal behaviors such as facial expressions, gestures, posture changes which in themselves give out certain messages. If the verbal and nonverbal messages are not consistent with each other then, a feeling of confusion emerges. You may say 'I like your dress', but your facial expression shows a look of distaste. Somebody may be explaining her side of issue, but her facial expression may give away the fact that even she herself does not believe what she is saying. Sometimes, it is difficult to recognize the meanings of nonverbal messages. It has been found that basic cultural differences in nonverbal behaviors cause misunderstandings among different races. For example, American people or Europeans usually seek for more eye contact while talking to others than do Africans or Asian people.

2.7.1.4 Noise

Miscommunication sometimes results because of some kind of interference in the reception of the message. This might result from the noises around like the shouts of children playing in a playground or hooting of horns of cars passing by, or even the buzzing of a bee. A man may be trying to listen to somebody talking, but there are other people in the same room who are talking to each other rather than listening to the speech. This person may miss the message or some parts of it. In the classroom atmosphere, students may create unnecessary noises by tapping their desks with their pencils, dragging their chairs or coughing. In any case, noise will distract receivers from listening and will disrupt the source's thought causing him to pause in this speech or to stop because he has forgotten what he was saying.

2.8 The Role of Effective Communication in Teaching and Teacher Education

Communication skills include many things- using the target language effectively, the way in which to the person we are speaking to, our body language including facial expressions, pitch and tone of our voice, interpersonal skills and a lot of other things. Effective communication skills are now required in each and every aspect of our life. It is essential in teaching as well. Teaching is a balancing act between knowledge and performance. Some teachers are not able to impart the knowledge that they have onto their students because they lack effective communication skills. The teacher's ability to communicate effectively with students, parents and colleagues is fundamental to teacher and student success. Teachers must have good communication skills to help their students achieve academic success. Teachers also need good communication skills to further their careers in education. Without good communication skills, teachers disable the learning process as well as their own career mobility (Mayhew, 2011; Murphy, 2011; Stronge, 2002).

Teachers must have the ability to communicate their subject-matter expertise to facilitate classroom learning and participation. Students depend on their teachers to provide them with instruction, guidance and feedback throughout the learning process. When a teacher fails to communicate effectively with students, their comprehension level drops, and they eventually lose grasp of the subject matter. As time goes on, students' academic progress may suffer from not receiving the proper support in

fundamental subjects. A successful teacher is able to connect with students. This encourages participation and stimulates learning. A successful communicator shows empathy. He is able to convince the students that he cares about their learning and is there to support them throughout the process. By establishing an emotional connection with a student, a teacher can identify what motivates the particular student and create a collaborative learning environment.

A key component for establishing an emotional connection is the use of nonverbal clues. An encouraging smile can motivate a student. Nonverbal language such as eye contact, facial expressions, posture and tone help to establish a relationship with students and to produce a positive learning environment. Teachers who maintain a negative posture imply that they do not care about the students and will find it difficult to build a learning-friendly environment.

Humor can help add to a learning environment by lowering stress levels and making learning fun. Students will often remember examples that were presented in a humorous manner. Furthermore, it relaxes the distance between teacher and students and creates a collaborative feeling. Students will not fear their teacher and will be more willing to approach her and ask for guidance or help.

A successful teacher must be able to discern how he should behave in a specific classroom. If a teacher is in a classroom where students are having particular difficulties with a topic, he must be able to reflect on the situation and develop a new method for dealing with the topic. An essential method for reflective communication is the use of questions. This helps a teacher assess what the students understand and what they find difficult. Reflective communication is also helpful in cases where there are disciplinary problems, as a reflective teacher is able to engage in a dialogue about the behavior instead of reacting with scolding or yelling. This is beneficial as a student is more likely to modify her actions if she feels that she is included in the process.

A successful teacher must be able to incorporate technology into his teaching. Teachers should be up-to-date and try to engage students by using familiar media in the classroom and for assignments.

The ability to communicate well is especially important for teachers in their interaction with parents. Teachers who want a student to excel often seek the support of parents to instill good study habits at home. When teachers cannot communicate effectively with parents, they can't explain a student's needs in a way parents understand. Moreover, if a parent recognizes the teacher's inability to communicate effectively, the parent might wonder if that teacher competently leads the class.

Teachers with poor communication skills limit their career options. Good communication skills are essential for practically all subjects. However, some academic areas may depend more on the teacher's ability to communicate than others. For example, a teacher whose communication skills need work is probably not the ideal instructor for a public-speaking course.

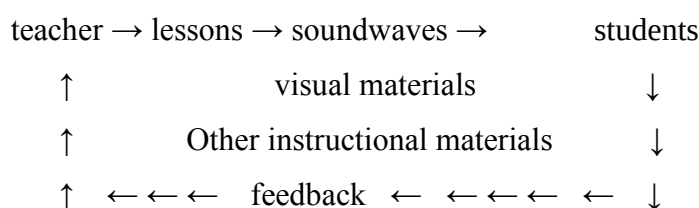
2.9 Communication in the Classroom

In teaching, the teacher engages in communication when s/he gives lectures; leads a discussion; explains the content of a chapter in a book; explains visual materials and so on. Teachers constantly communicate every time they are with their students and colleagues. Therefore, it is necessary for every teacher, especially the new ones, to have an understanding of the process involved in communication.

In the teaching-learning process the teacher is almost always the source who initiates the communication. Through his vocal mechanisms and other muscle systems the teacher translates her intentions in the form of a lesson plan. She carries out this plan through the use of language, oral and written, and other visual and auditory materials or aids to convey his ideas, knowledge and others. The students who are the receivers in this case, listen, interpret, evaluate and assimilate the message in a form that they can understand. As soon as they receive the message they react or respond to it. They may write notes; copy something from the board; listen intently; frown, which may signify confusion; or even ask questions. These responses, which are called as feedback, are an important element in the process because they enable the teacher (source) to adjust or reconstruct the message. For example, if teacher gets feedback that indicate boredom or confusion, she can stop and try another way to clarify that part of the message such as

regulating the rate of the speech, changing vocabulary choice or the structure of the message. If a teacher is not observant or resourceful, she may not be sensitive to consider what feedback she is getting from her students, and therefore, may not respond to it. In this case, the teacher is not communicating but only transmitting the knowledge and this is not the true essence of effective communication in the classroom. The following figure summarizes the communication process in a teaching-learning situation (Nacino-Brown, Oke & Brown, 1982:17).

Figure 5: Communication process in a teaching-learning situation



There are two principal forms of communication that regularly occur in the classroom: interpersonal communication and instructional communication. For an effective classroom atmosphere to occur, prospective teachers are expected to have training in these communication fields.

2.9.1 Interpersonal communication

Interpersonal communication was first investigated in the 1930s. It has been studied by many researchers in many different disciplines such as sociolinguistics, psychology, ethnography, feminism, and business. However, Boyanton (2007) states that there are few studies on interpersonal communication in the educational setting.

Interpersonal communication is like breathing. If you do not live in isolation you keep communicating interpersonally. Listening to a roommate, talking to a teacher, meeting with a friend for dinner are all examples of interpersonal communication. We spent most of our waking hours communicating with others. As we work, eat, shop or go about other daily activities, we interact with others and it is through these interactions that we develop interpersonal relationships. To understand interpersonal communication, it is better to think what is meant by human communication. Beebe,

Beebe and Redmond (2005:6) define human communication as “the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages”. Taking this definition into consideration they affirm that interpersonal communication is “a distinctive, transactual form of human communication involving mutual influence, usually for the purpose of managing relationships”.

For many years it is believed that interpersonal communication occurs when two people interact face-to-face. However, today it is defined not just by the number of the communicators but also by the quality of the communication. Therefore, interpersonal communication occurs when you interact with another person as a unique, authentic individual rather than as object. There is true dialog and honest sharing of self with others. Interpersonal communication also involves mutual influence between individuals. That is to say, all partners are affected by a transaction and the degree of this mutual influence differs from one transaction to another. Beebe, Beebe and Redmond (2005) state that one of the important features of interpersonal communication is that it is the fundamental means we use to manage our relationships. “An interpersonal relationship is the ongoing connection you make with others. Through interpersonal communication relationships go through a serious of developmental stages (p.8)”. During the initial stages of the relations we generally prefer to share less intimate or personal information whereas in the latter stages more intimate conversations and behaviors are included.

When we examine the interpersonal communication, we need to take some basic concepts and characteristics of this communication type in mind (Beebe, Beebe & Redmond, 2005; Berko, Wolvin & Wolvin, 2004; DeVito, 1992). First of all, communication takes place within a system. As we enter into communicative relationships with others, we set a pattern to interact. For example, in a family, there are flow patterns of message sending and receiving: who speaks to whom, who controls the interactions or has the power to praise and punish. When we examine the relationships we are in, we can easily recognize communication flow patterns and a change in the system results in a change of the communication.

Second, interpersonal communication connects us to others. Unless we live in isolation, we interact with others. Therefore, interpersonal communication involves interdependent individuals. It takes place between people who are in some way “connected.” Interpersonal communication would thus include what takes place between a son and his father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, and so on. Not only are the individuals simply “connected,” they are also interdependent, what one person does has an impact on the other person. The actions of one person have consequences for the other person. In a family, for example, a child’s trouble with the school will impact on the parents, other siblings, and perhaps friends.

Third, interpersonal communication is inescapable. We cannot not communicate. In other words, when we attempt not to communicate, we communicate something. Communication does not necessarily stop simply because people stop speaking or listening. We continuously communicate to those around us not only through words, but also through tone of voice and through gesture, posture, facial expression, and so on. Through these channels, we constantly receive communication from others. Even when we sleep, we communicate (Berko, Wolvin & Wolvin, 2004).

Fourth, interpersonal communication is inherently relational. Interpersonal communication takes place in a relationship, it impacts the relationship and defines it. The way you communicate is determined in great part by the kind of relationship that exists between you and the other person. You interact differently with your interpersonal communication instructor and your best friend; you interact with a work colleague in different ways from the ways you interact with a neighbor (DeVito, 1992).

Moreover, the way you communicate will influence the kind of relationship you have. If you interact in friendly ways, you are likely to develop a friendship. If you regularly exchange hateful and hurtful messages, you are likely to develop an antagonistic relationship. If you each regularly express respect and support for each other, a respectful and supportive relationship is likely to develop.

Fifth, interpersonal communication is irreversible. You cannot really take back something once it has been said. The effect inevitably remains. Despite the instructions

from a judge to a jury to “disregard that last statement the witness made”, the lawyer knows that it cannot help but make an impression on the jury (Beebe, Beebe & Redmond, 2005). Once the interpersonal communication begins, it expands infinitely as the communication partners contribute their thoughts and experiences to the exchange.

Sixth, interpersonal communication exists on a continuum, ranging from relatively impersonal at one end to highly personal at the other. At the impersonal end of the continuum, you have simple conversation between people who really do not know each other, for example, the server and the customer. At the highly personal end is the communication that takes place between people who are intimately interconnected, for example, a father and son or best friends (DeVito, 1992).

Seventh, interpersonal communication is complicated. No form of communication is simple. Because of the number of variables involved, even simple requests are extremely complex. If this process were simple, we would easily reduce the number of misunderstandings and conflicts around us.

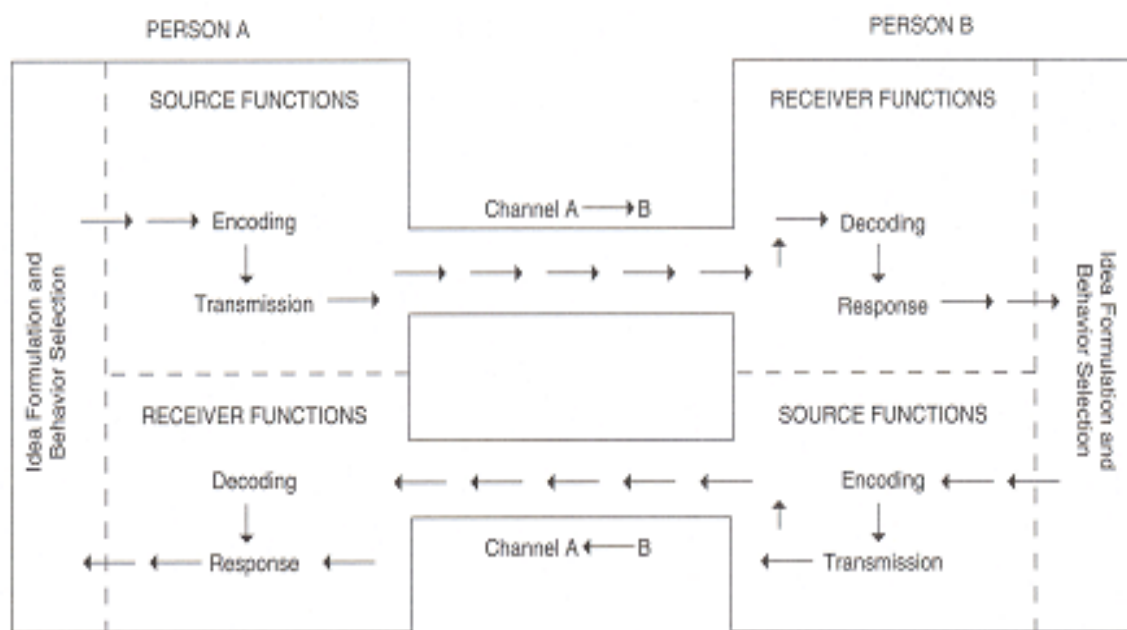
When we communicate, we do not actually swap ideas, we swap symbols that stand for ideas. This also complicates communication. Words (symbols) do not have inherent meaning; we simply use them in certain ways, and no two people use the same word exactly alike. In short, meaning is in people not in words. Therefore, when necessary, we must define terms and give examples, keeping our audience in mind and adjusting our message accordingly (Berko, Wolvin & Wolvin, 2004; DeVito, 1992).

Next, we communicate what and who we are. When we communicate, we tell a great deal about ourselves. Our selection of words, the tone of our voice, and the gestures we use combine to give a picture of our values, beliefs, likes and dislikes, and self-perception. We give clues about our background. As receivers, we form conclusions about senders and react to these conclusions based on our own experiences, background and values.

Finally, interpersonal communication exists in varied forms. Often interpersonal communication takes place face-to-face: talking with other students before class, interacting with family or friends over dinner, trading secrets with intimates. This is the

type of interaction that probably comes to mind when you think of interpersonal communication. But, of course, much conversation takes place online. Online communication is a major part of people's interpersonal experience throughout the world. Such communications are important personally, socially, and professionally. Figure 6 illustrates a model of the interpersonal communication process (McCroskey, Richmond, McCroskey, 2006: 10).

Figure 6: Interpersonal Communication Model



2.9.1.1 Interpersonal communication in the educational field

The definition of good communication in the classroom setting has been under discussion for many years and there is still no negation on the criteria to define it. Different terminologies have been used based on different criteria. After examining the studies conducted in this field, Boyanton (2007) found out that interpersonal communication in the classroom has been defined based on three areas: cognitive process, affective process and communication techniques.

Boyanton (2007) states that Marshall et al. (1995) use the term “dialogic communication” to indicate a form of good classroom interpersonal communication.

According to Marshall et al., one of the key indicators of dialogic communication is the activity of reasoning which has four categories: description, interpretation, evaluation and generalization. Considering the type of reasoning a communicator employs, we can decide on whether a communication is dialogic or not. For example, generalizations or evaluations show that a person is actively participating in the communication process and they have the authority to move beyond the text which is under discussion. Boyanton also lists a number of other cognitive activities that are considered to be important in dialogic communication. These are: questioning, hypothesizing, interpreting, explaining and rethinking issues and problems. These activities are all thought-provoking and make communicators think at a deeper level since they require higher-order thinking and critical thinking skills. Boyanton believes that these skills are highly important criteria to define good classroom interpersonal communication.

Good interpersonal communication in the educational field has also been defined on the bases of the affective processes involved. Boyanton (2007) affirms that affective aspects of communication refer to the affective participation, process and also final affective change of the communicators during or after the communication. The affective change can be in people's attitudes toward the class, their motivation to learn, and their relationships with each other. The term "deep conversation" is often used in the affective area. Deep conversation emphasizes how well the communicators know and understand each other, how close they feel to the other, and how authentic they feel during the communication.

Good communication has also been identified by the individual's communication techniques. These techniques are: pluralism, reciprocity, cooperation, tolerance and awareness of others and environment. *Pluralism* means that communicators are able to work in cooperation. They do not just focus on themselves. *Reciprocity* refers to the positive or negative responses of individuals towards the actions of others. *Tolerance* signifies that the communicators are able to tolerate the others when they have different opinions from each other and accept them as they are. To achieve the participation, the communicators must be *aware of others and the environment*. By the help of communication, the communicators recognize that the environment itself allows knowledge to be constructed and collaboration is the source of knowledge construction. Therefore, they start to understand the value of interacting

with others and exchanging ideas with them. It is clear that studying interpersonal communication in the educational field is crucial since it plays a significant role in students' cognitive and affective learning.

First of all, interpersonal communication assists students' cognitive learning in the process of thinking, sense-making, reasoning, and learning. It is through language that we process new information and learn about it. According to Piaget, learning is a process in which we construct new knowledge through active thinking, comparing, interpreting, synthesizing, evaluating and making connections between the new and the prior knowledge. Although he did not mention interpersonal communication, he emphasizes the importance of intrapersonal communication (internal self-talk) in learning new knowledge. It is the Russian psychologist Vygotsky who recognized the importance of interpersonal communication in the process of learning. According to Vygotsky, learning is social and takes place in social interaction and in negotiation with the others, especially with someone who is an expert in the subject area. Boyanton (2007) explains that Vygotsky believes that student-teacher communication activities help students' internalization and comprehension. Teachers' feedback to the students' questions or work facilitates students' comprehension. The more students interact with their teachers and peers, the more they internalize the subject matter.

Interpersonal communication also influences the students' affective learning. Affective learning refers to students' attitudes, interest, motivation towards the teacher, the course, the class and so on. It has been indicated that a teacher's verbal and nonverbal communication behaviors influence the psychological distance between teacher and students. This psychological distance is called "immediacy" and it affects students' comfort in learning. Classroom interpersonal communication can also strengthen the relationship between the students and the teachers. If two people start to communicate with each other more effectively and understand each other more deeply, they can achieve harmony in their relationship (Boyanton, 2007).

It is obvious that interpersonal communication is very important in students' cognitive and affective learning which interact and interplay with each other continuously. However, there are some factors that affect the interpersonal communication process in the classroom. For example, teacher authority highly

influences the quality of interpersonal communication in the classroom. It has a strong impact on students' capability to speak up in the classroom. If the teacher is regarded as the only authority in the classroom, students generally act as the passive receivers of the information who should obey the rules of the teacher. If the teachers take on a new role and take less responsibility in the classroom, students can be more willing to challenge and more able to express their thoughts. Moreover, when students perceive the teacher as competent and trustworthy, they tend to relate to the teacher more positively and feel more comfortable to share their ideas and express their opinions which lead to better learning in students (McCroskey and Richmond, 1992). McCroskey, McCroskey & Richmond (2006) also state that teacher affect, which makes the students feel loved and accepted, is just seen as important as teacher authority and credibility in students' motivation to communicate in the classroom. If a teacher is able to increase his/her affect for the students, the students will be more likely to express their thoughts and ideas in class. When a teacher is perceived to be competent, to have character and to be caring, student-teacher communication is enhanced both in terms of quality and quantity (Banfield, Richmond & McCroskey, 2006). Besides, teacher's nonverbal immediacy behaviors in the classroom play a very important role in communication. As mentioned earlier, immediacy refers to the perception of physical and psychological closeness one feels with another person. When a teacher displays rewarding immediacy behaviors such as, smiling, nodding, body-leaning and greeting in communicative acts, these rewarding behaviors may serve as reinforcement for attentive behavior, feedback, and interaction. This increase affective, cognitive and behavioral learning (Mehrabian, 1981).

Another factor that affects the interpersonal communication process in the classroom is the students. Student characteristics such as prior knowledge, motivation, anxiety, and autonomy affect the participation of the students in interpersonal communication to greater or lesser degrees. Moreover, relationship between peers plays a significant role in students' motivation to communicate.

Besides teachers and students, classroom environment influences the interpersonal communication process. When there is a learning community where all students feel safe, accepted and supported, they are more likely to communicate and participate in the learning activities. On the other hand, a highly competitive

environment where students feel nervous and anxious inhibits students from speaking up. In other words, when they do not feel comfortable and secure in the environment, they will be anxious and apprehensive about sharing their ideas and beliefs with others (Boyanton, 2007).

Taking all these into account, one can claim that training in interpersonal communication is a great necessity in teacher education programs. Here are a number of interpersonal skills that are needed to assist teachers as they interact with students.

Communication skills: Communication skills are the most important when we talk about winning the hearts. The tone, volume, rhythm and emotions of the communicator play a vital role while dealing with students.

Empathy: Teachers' messages must convey empathy. For example, the ability to communicate care and concern along with an understanding of the child's problem that is, the ability to place oneself in a position to view the problem from the student's perspective.

Positive motivation: Good motivation usually produces positive learning outcomes. Some students do not know why they should study a particular subject. We can show applications of that subject in the areas in which students are interested. Thus, they get motivated and take interest while studying that subject.

Feedback: A good teacher is genuinely interested in students' thoughts, feelings and opinions. Feedback is one way that a teacher can tell how you are absorbing and integrating the materials and lessons. This feedback calls upon the relationship you have developed with the student

Effective body language: Body language is the quiet, secret and a powerful tool to maintain healthy interpersonal skills. Good verbal skills combined with effective body language create interest, long-lasting impression on the minds of students and, of course, their involvement in the discussion.

Good sense of humor: A teacher needs to have a keen sense of humor in order to keep students learning & being motivated. A teacher who cannot take a joke or give one, who cannot lighten up, who is too serious will not survive.

Asking open-ended questions: Make it a goal to find out what your students think, not just what they know. Ask for information using open-ended questions that begin with “How...,” “What...,” “When...,” “Where...,” and “Why.” This strategy allows teachers to help clarify a given question for both the child and itself.

Understand and then be understood: Most students do not like being told what to do. They often want a chance to have a say in what goes on in the classroom and a chance to prove it will work. In solving classroom problems, it is better to listen than to direct. Teams can be formed to figure out solutions to problems and teacher can empower them to carry out the solutions. Students who identify what should be done take on greater and greater responsibility for getting it done. Thus, a teacher seeks to understand the problem from the point of view of the problem solvers rather than force his own perspective on a solution to be understood. This helps to improve interpersonal skills among students as well as between teacher and students.

Self-disclosure: Often sharing a relevant story of your own experiences in similar situations can prove helpful in opening meaningful dialogue.

Use of Technical Skills: The latest method which is nowadays used to improve interpersonal skills with students is using technical skills. For example, ability to work with latest teaching aids like computers, multimedia or other technical equipments. The uses of such technical skills bind the interest of students in their lesson and also keep both the teacher as well as students up to date (<http://searchwarp.com/swa10270.htm>).

2.9.2 Instructional communication

Communication is the heart of teaching-learning process. For over 30 years, researchers in the field of communication have examined teaching and learning as a communication process in which the aim is to enhance student learning and teaching effectiveness. This study area is called as “instructional communication” (McCroskey, Richmond & McCroskey, 2002) and examines teaching and learning using communication theory and research conclusions to explain, predict and control instructional outcomes. Instructional Communication is a field of study that informs educators of all disciplines about the communication skills necessary to function competently in the classroom. This entails teacher characteristics (e.g., clarity and

immediacy), student characteristics (e.g., learning styles), instructional methods (e.g., lecturing, leading discussions, and processing activities), the pedagogy of communication in general, nonverbal communication, and interpersonal relationships with students, colleagues, and administrators.

Mottet, Richmond and McCroskey (2006:5) state that instructional communication is “the process by which teachers and students stimulate meanings in the minds of each other using verbal and nonverbal messages”. They claim that in the past, the definition of instructional communication focused only on how teachers influence student learning ignoring how students influence teachers and their teaching. Therefore, they acknowledge instructional communication as a transactional process in which teachers and students mutually influence each other with their verbal and nonverbal messages. “Viewing communication as a transactional process not only addresses student learning, compliance, and motivation, but also acknowledges teacher self-efficacy, compliance, and satisfaction. All individuals involved in the learning process, not just teachers, have an impact upon learning” (p.5). Hurt, Scott, and McCroskey (1978:3) explained the role of communication in the teaching and learning process in the following way:

Knowledge is valuable in itself, but no matter how much one knows, there is no guarantee he or she can teach that knowledge to others. Communication is the crucial link between a knowledgeable teacher and a learning student. From the vantage point of a professional educator, then, the difference between knowing and teaching is communication in the classroom.

Instructional communication is interdisciplinary and integrates theory and research from three diverse disciplines: educational psychology, pedagogy and communication. Educational psychology focuses on the learner and the underlying psychological and intellectual processes that explain and predict student learning. It focuses on the individual learners and the principles of educational psychology address how cognitive, affective and behavioral processes influence learning outcomes. Each of these domains of learning is very crucial. However, Mottat, Richmond and McCroskey (2006) claim that students’ affective learning is a more valid indicator of instructional effectiveness than student cognitive learning. Affective learning occurs when students take charge of their own learning. It becomes noticeable when students demonstrate that

they respect, appreciate and value the knowledge and skills they acquire in their behaviors. In affective learning, students become self-motivated rather than other-motivated. In this process, the role of the teacher is to help students internalize whatever they learn by adapting their instruction to students' attitudes, beliefs and values (Mottet, Richmond and McCroskey, 2006).

Pedagogy focuses on the teacher and the methods that teachers use to instruct. It examines the history and philosophy of teaching, teaching theories, curriculum development and educational evaluation. Moreover, the scholars of this field investigate how teachers can best manage student behavior; how they can enhance student motivation; the ways that they can engage students through various teaching strategies and how different ways to lecture effectively facilitate classroom discussions or conduct experiential activities. Mottet, Richmond and McCroskey (2006: 10) state that pedagogy is "primarily directed at teacher behaviors and self-perceptions of teacher efficacy and teaching satisfaction that contribute to enhanced learning, in contrast to educational psychology, which focuses on students and attributes of student learning".

Communication focuses on the meaning of messages to stimulate meanings in the minds of others. Instructional communication researchers view the teaching-learning process as an inherent communication process. In other words, teaching and learning could not occur without communication. Communication educators use following three models to describe the evolution of communication: communication as action, as interaction and as transaction (Beebe, et al., 2005).

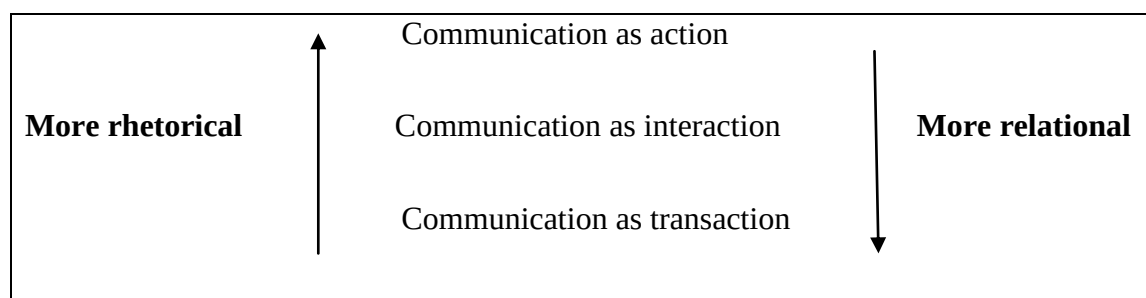
Communication as action model accepts communication as a linear, one-way process. This model was shaped after the studies of Lasswell (1948) and Shannon & Weaver (1949). This model of communication is applicable in teacher-centered classrooms rather than teacher/student-centered.

Communication as interaction model adds the feedback concept to the process. According to this model, communication is considered to be a message exchange process. In this process, source-selected meaning is verified, refined and adapted based on the feedback that is received from the receiver. This model of communication emerges when teachers remain receptive to the verbal and nonverbal feedback they

receive from their students. After receiving the feedback, teachers make necessary modifications in their instruction process.

According to communication as transaction model, the source and the receiver simultaneously send and receive messages and they mutually create the meaning. It is a nonlinear process and the beginning and the ending of communication is indistinguishable. In a class where communication as transaction is applied both teachers and students are receivers and sources of the message at the same time. Teachers respect students' ideas and feelings or vice versa. Students and teachers influence each other until shared meaning is created. Mottet, Richmond and McCroskey (2006) affirm that "as instructional communication becomes more transactional, it becomes more focused on the other's feelings or affective responses" (p. 14). As shown in the following figure, teachers and students adopt a learning paradigm that is most appropriate for achieving the optimal learning outcome.

Figure 7: Instructional communication as a rhetorical and relational process



(Mottet, Richmond and McCroskey, 2006:14)

McCroskey, Richmond and McCroskey (2006:4-9) identify the critical components of the instructional communication process as follows:

2.9.2.1 Source

The source is the person who originates a message. In instructional communication, the primary source is the teacher, although students also initiate messages. Before the teacher begins to communicate, however, there are critical concerns that must be addressed. They are (1) setting the major goal or goals for an instructional unit, (2) choosing the general objectives to be achieved, and, the most important, (3) selecting the specific objectives that are to guide the instruction:

cognitive (knowing, understanding), affective (feeling), and psychomotor (doing). A given instructional effort may not include all three types of objectives, but all must be considered. No matter how skilled a communicator the teacher may be, if he or she does not know what the student is expected to learn, the chance that the teacher will have any meaningful positive impact on the student's learning is dramatically reduced.

Encoding. A teacher stimulates meaning in the mind of a student through verbal and nonverbal messages. When the teacher has determined the meanings that need to be triggered, encoding process begins. *This is the process by which teachers prepare messages that they believe will lead to the achievement of their specific objectives.* The process includes (1) creating the messages, (2) adapting the messages to the students, and (3) transmitting the messages.

Messages must be understandable to the students for us to communicate with them and achieve our instructional goals. Therefore, there is a need to adapt the messages to the students. If the teacher simply expresses ideas in messages that represent the meanings in her or his own mind, those messages may mean little or nothing to the student who hears them. Meanings cannot simply be passed from one person to another. Considering this fact in our mind, we must put our meanings into codes that will be understood by others. Thus, they can develop meanings in their minds that are similar to ours. If we, teachers, present our ideas in codes that are inappropriate for our students, they will not achieve the learning objectives we have determined.

Messages. *Messages are verbal and nonverbal behaviors that have the potential to stimulate meanings in people's minds.* Words and groups of words may form messages. People also attribute meaning to various nonverbal behaviors as well. Tone of voice, eye behavior, a smile, a touch, and our use of space are just a few of the nonverbal behaviors involved in human communication. Teachers' nonverbal behaviors provide potent messages to which students attend, and these behaviors have an important impact on the communication between teachers and students.

Channels. *Channels are the means by which messages travel from sources to receivers.* The basic human senses can serve as channels. Sound waves and light waves

permit others to hear and see our messages. Electronic and print media also function as channels for messages. Other messages travel via television, radio, film, telephone, and so on. People can serve as channels, too.

2.9.2.2 Receiver

Receivers are the persons for whom the source creates messages. In instructional communication, students are the primary receivers, although teachers also receive messages from students. If the message reaches the student, he or she will engage in the process of decoding.

Decoding. The decoding process has four essential parts: hearing-seeing, interpretation, evaluation, and response.

1. *Hearing-seeing.* The first step in the decoding process is always either hearing or seeing the messages, or both. When a teacher talks to a class, students both hear the words the teacher says and recognizes his/her facial expressions, tone of voice, gestures, and so on. If the student does not pay attention to the teacher, the instructional communication process dies. Therefore, in order to facilitate student learning, it is very crucial to hold the attention of the students during the instructional process.

2. *Interpretation.* Interpretation refers to the actions of the student in determining what s/he believes the teacher meant by the messages that were received. This assumes the student usually makes a conscious attempt to interpret the messages correctly. This does not mean that an interpretation that the teacher would consider correct is always the result. The student, however, will think this interpretation is right and may respond by using it.

3. *Evaluation.* Once the student has interpreted what the teacher meant by the messages received, the messages are evaluated in terms of their meaning for the student. Heather may understand that the teacher said that Columbus had three ships in his expedition. However, she may decide that such information is mere trivia. Her negative evaluation will probably mean that she will not be able to recall that information later.

4. *Response.* Once the evaluation is complete, the student responds to the messages as they have been received, interpreted, and evaluated. This response may be observable by the teacher, or it may be covert. Sometimes both types of responses can occur, and they may not be in agreement with each other. For example, the student may respond by

telling the teacher he or she will study that night, while actually having no intention of doing so. Once the receiver has responded, the decoding process is complete.

Feedback. *Feedback is a student's overt response to a teacher's message.* Feedback is very important because it can have a significant impact on the effectiveness of the total communication process. Student feedback is the primary source of information to help teachers determine their ongoing effectiveness. If feedback indicates that students do not understand, it should be dealt with on time in order not to discourage students from giving their attention to future messages.

2.9.2.3 Noise

The final component of the instructional communication process is noise. "*Noise is any element that interferes with the generation of the intended meaning in the mind of the receiver*" (McCroskey, Richmond & McCroskey, 2006:8). It appears before the process begins and continues even after it has ended. However, noise is not an essential part of the instructional communication process. Unfortunately, noise is almost always present but we must do our best to reduce its presence.

Two types of noise can occur within the teacher. The first one is about what meaning is needed to be communicated. When teachers do not carefully prepare by determining the objectives the students need to meet, there is nothing relevant to guide the teacher's encoding. Just because the teacher likes the content, a unit of study may be presented to student. This often leads to messages that are not adapted to students, and results in very little student learning. Students may ask "Why are we studying this?" or "Is this going to be on the test?" Or it may take the form of lack of attention. Another example of this type of noise occurs when the teacher really does not understand the content that is to be taught. He or she may think it is clear, but it may be only partially understood.

The second type of noise within the teacher is in the encoding process. This type of noise can occur when the teacher does not understand the encoding process itself, does not comprehend the psychology of the students, or does not have a grasp of where the students stand with respect to the content, in terms of both cognition and affect.

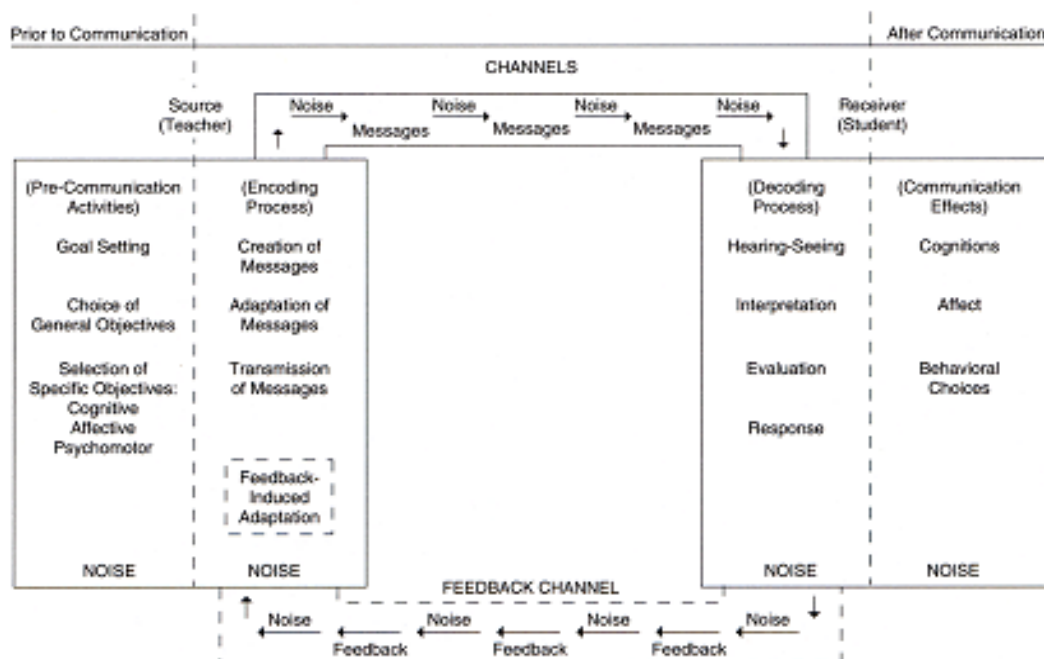
Under any of these circumstances, it is likely that messages will be developed that are not appropriately adapted to the students.

Noise in the channel is often “noise” in a more literal sense. In a normal classroom, sounds, sights, and smells that are unrelated to what is being taught often demand the attention of students or make the processing of messages difficult. The classroom itself may introduce noise into the process through such things as inappropriate temperature, uncomfortable seating, and distracting bulletin board displays. Other students in the classroom also have a high probability of introducing noise for any given individual.

Noise in the receiver is also disturbs the communication process. Noise in the students is generated by their attitudes, beliefs, values, previous learning experiences, desires, motives, needs, and so on. The psychology of the receiver is a very noisy factor in the instructional communication process.

In sum, the components of instructional communication can be summarized as follows: *Sources* (teachers) determine what they wish to communicate and then *encode* what they believe are appropriate *messages*, which they then send through various *channels* to one or more *receivers* (students). The following figure illustrates a model of the instructional communication process (McCroskey, Richmond & McCroskey, 2006:5).

Figure 8: Instructional Communication Model



2.10 Conclusion

In this chapter, first of all, topics such as definition of communication, communication competence, communication models, principles of communication, effective communication, barriers to effective communication, the place of effective communication in teaching, and teacher education are reviewed. It is stated that having good subject field knowledge is not satisfactory to call a teacher effective. There are still many characteristics to take into account such as being able to communicate well in the classroom. A teacher may be a good source of knowledge but unless she is able to share it with her students in an effective manner it becomes meaningless. The final part of the chapter is about the communication process in the classroom. Therefore, two basic communication categories, namely instructional and interpersonal, which are highly essential in the classroom, are discussed. In the next chapter, taking the related literature into account, method and data analysis processes will be examined.

CHAPTER 3

METHOD AND DATA COLLECTION

3.0 Introduction

This chapter focuses on the design of the study. In this chapter, the subjects, instructional materials and data collection instruments are introduced. The study is conducted in 2009-2010 Fall semester and lasts 15 weeks. Both qualitative and quantitative methods are used to gather the data.

3.1 Subjects

The participants of the study are 25 pre-service English language teachers at Gazi University, English Language Teaching Division. They are all first graders and take Effective Communication Skills Course, a required course, three hours each week. The subjects of this study are chosen randomly. All students use Turkish as their native language but the course is offered in English.

3.2 Instructional Materials

The materials used in the study are gathered from a variety of sources. Textbooks and course books written in the field of instructional communication, articles from communication education journals, and authentic materials from internet are used to design the text materials and activities in line with the topics included. Moreover, situations from daily life are used while designing the procedure.

3.3 Data Collection Instruments

Both qualitative and quantitative research methods are used to gather the data. Quantitative research involves “data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods” (Dörnyei, 2007: 24). It is systematic, accurate, focused and tightly controlled. It involves precise measurement and producing reliable and replicable data that is generalizable to other contexts. In quantitative research your aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a

population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study establishes only associations between variables. An experiment establishes causality. To get reliable statistical results, it's important to survey people in fairly large numbers and to make sure they are a representative sample of your study. The research process is relatively quick and the data analysis can be done using statistical computer software. Typical example of this research design is survey research using a questionnaire, analyzed by statistical software such as SPSS (Dörnyei, 2007; Hopkins, 2008).

Dörnyei (2007:24) states that qualitative research involves “data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods”. Qualitative research tends to try to uncover the reasons for behaviors, attitudes and motivations, instead of just the details of what, where and when. It answers ‘why’ questions. Instead of seeking a generalizable ‘correct interpretation’, qualitative research aims to broaden the possible interpretations of human experience. It often categorizes data into patterns as the primary basis for organizing and reporting results and uses unstructured data collection methods, such as participant observation, non-participant observation, field notes, reflexive journals, structured interview, semi-structured interview, unstructured interview, and analysis of documents and materials. These methods are useful for making sense of highly complex situations.

In this study both methods are used. Their combination is called as mixed method research in the literature. “Mixed method approach involves different combinations of qualitative and quantitative research either at the data collection or at the data analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies” (Dörnyei, 2007:24). Methodologists writing about mixed methods research have devoted a great deal of attention to classifying the different types of mixed methods designs. According to Creswell (2006) four major types of mixed methods designs are the Triangulation Design, the Embedded Design, the Explanatory Design, and the Exploratory Design. The most common and well-known approach to mixing methods is the Triangulation Design. As Creswell (2006:62) quotes from Morse

(1991) the purpose of this design is “to obtain different but complementary data on the same topic” to understand the research problem in the best way.

The intent in using this design is to bring together the differing strengths and nonoverlapping weaknesses of quantitative methods (large sample size, trends, generalization) with those of qualitative methods (small *N*, details, in depth). ... This design is used when a researcher wants to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data (Creswell, 2006:62).

In this study results of the quantitative data are compared with that of the qualitative data in order to confirm the findings as cited in the above given paragraph. This clearly indicates that this study is based on triangulation mixed research design.

The data is not only gathered from students at the department but also from high school students and teachers to check how they feel about teachers' existing communication skills. “The Teacher Communication Behavior Student Questionnaire” by She and Fisher (2000), “Do You Communicate Positively” by Long (2005), “İletişim Becerileri Envanteri” by Ersanlı and Balcı (1998) are used to gather the quantitative data. Besides, “Instructional Communication Topics Survey” adapted from May (2004) is used to decide on the content of the course. Course Evaluation Questionnaire is given to the instructors who offered this course to provide some more data. Furthermore, before the application procedure, the pre-service language teachers, subjects of the study, are given a questionnaire to check their communication skills. As a result of the collected data, a new syllabus is suggested and it is applied in one of the first graders class. At the end of the semester the students are asked to fill the communication skills questionnaire to see how they felt about the new syllabus and their communication skills. Finally, throughout the semester, the learners were asked to keep a learning journal in which they were supposed to reflect on the materials, activities and the instructor. The data gathered from the journals have been used for the qualitative data analysis of the study. According to the studies there are two basic ways to analyze the qualitative data: descriptive and content analysis. In this study content analysis is used to analyze the data.

3.3.1 The teacher communication behavior student questionnaire (TCBQ)

This questionnaire is developed by Hsiao-Ching She and Darrell Fisher (2000) to describe science teacher communication behavior in Taiwan and Australia. However, it is applied to other branches such as math and biology in different countries. Therefore, we decided to use it to check English language teachers' communication behaviors at high schools in Turkey. For that reason, permission of the developers of the questionnaire is asked through e-mail. After getting the permission, the questionnaire is translated into Turkish and examined by a Turkish instructor who has education in the field of communication skills as well. It is back translated by three different instructors in the department and the final version is checked by the supervisor. The questionnaire is applied to 176 students in an Anatolian high school and the results are analyzed by SPSS to verify the validity and reliability of the Turkish version of the questionnaire. For reliability, Cronbach Alpha is found .92. The score for Split-half is .81. This indicates that Turkish version of TCBQ is highly reliable. The questionnaire is applied again to assess students' perceptions of their English language teachers' interpersonal communication behaviors in their classroom learning environments (See Appendix 2).

The Teacher Communication Behavior Questionnaire (TCBQ) has five scales: "Challenging, Encouragement and Praise, Non-Verbal Support, Understanding and Friendly, and Controlling" (She and Fisher, 2000). Each category consists of 8 statements (40 in total). 11 teachers and 271 students from different schools are included in the study. The following table lists the teachers and the number of the students participated.

Table 1: Participants of the TCBQ

T1	18 students	T7	21 students
T2	28 students	T8	26 students
T3	36 students	T9	10 students
T4	27 students	T10	25 students
T5	25 students	T11	30 students
T6	25 students		

3.3.2 Do you communicate positively?

After learning how students feel about their teachers' communication skills, it is decided that same teachers should be asked how they feel about their existing communication skills by completing the questionnaire developed by Rob Long (2005) (See Appendix 3). The same 11 teachers about whom student views are asked are included in the study. There are 20 statements in the questionnaire and the teachers are supposed to circle Y (yes) N (no) or S (sometimes). Long divides the communication skills in the questionnaire into three categories and gives the number of the statements related to these categories as follows:

Language and listening skills: nos. 1,2,6,12,14,20

Solution-focused responses: nos.3,4,10,16,17,19

Reactions top misbehavior: nos. 5,7,8,9,13,15,18.

In this study, these categories are not taken into account separately. Only general self-evaluation score is taken into consideration. The result will be discussed in the following chapter.

3.3.3 Communication skills inventory (İletişim Becerileri Envanteri)

This inventory is in Turkish and consists of two parts. The first part requires giving some demographic information and the teachers are asked if they have any training in terms of effective communication skills (See Appendix 4). The second part is the inventory itself. Before the application of the inventory, permission of the developers is asked. This inventory is not specifically designed for teachers' communication skills. It assesses communication skills level from three different dimensions, namely behavioral, cognitive and emotional. The scale consists of 45 items and Likert scale is used in the assessment process. It is highly reliable (Cronbach alpha .84 and split half .78). The highest score that can be obtained from the inventory would be 225 and the lowest score would be 45. There is not a specific score to define the teachers' communication skills. Therefore, standard deviation and mean score are found to decide whether the teachers have satisfactory communication skills.

Table 2: Mean score for Communication Skills Inventory

N	Minimum	Maximum		Sd
11	165,00	207,00	182.00	12.07

3.3.4 Instructional communication topics survey

134 pre-service language teachers are given a list of instructional communication topics adapted from May (2004) and they are asked to rate the given items in accordance with how concerned they are about each instructional communication topic as a pre-service teacher (See Appendix 5). Students are given seventeen topics and asked to make any addition they want. Then, they are asked to list these topics. Considering the data obtained from this survey, the topics to be covered in the syllabus are decided.

3.3.5 Effective communication skills course instructor survey

This survey consists of three sections, namely personal information and attitude to course; instructional communication topics; and open ended questions about the communication problems the instructors face in their classrooms (See Appendix 8). It is given to the instructors who offered this course previously. Four instructors replied to the survey. In the first section, the instructors are asked if they have any training on effective communication skills. Furthermore, their ideas about the efficiency of the course, course content, and appropriateness of the semester it is offered are examined. In the second part, they are provided with the same instructional communication topic list given to the pre-service language teachers. The instructors are asked which topics they have already covered in their courses and then list those topics. In the last section, the instructors are given some open-ended questions about the communication problems they face in their classrooms. Details of the data collected from this questionnaire are discussed in the next chapter.

3.3.6 Effective communication skills questionnaire

This questionnaire has two versions: the first version is used as a pre-test and the second version is used as post-test which is designed to find out how students who

already took this course feel about the course content and their communication skills (See Appendix 6-7). The items are developed considering different scales in the field of communication, basically interpersonal communication and they are designed keeping the topics of the syllabus in mind (Ersanlı & Balcı, 1998; Gerlach, 2009; <http://www.education.ne.gov/.../ANALYZINGYOUROWNCOMMUNICATIONSKILLS.doc>; Interpersonal Communication Skills Inventory; Interpersonal Communication Skills Test). There are some differences between these two versions. In the first version, the pre-service language teachers were asked to evaluate how they feel about their existing communication skills. On the other hand, there are three sections in the second version of the questionnaire: personal information; attitudes of the students towards the course and the instructor; and the communication skills pre-service language teachers are supposed to develop after taking this course. The second major difference is the way items are formed. Perfect tense and comparative structures are used in the post-test in order to emphasize the progress of the students whereas they are omitted in the pre-test version.

The questionnaire is first administered to 133 students and the results gathered are used to find the reliability the questionnaire by using SPSS. Irrelevant items are deleted and 36 items left. These items are found to be highly reliable (.94). It was checked by three experts to provide face validity. The last form of the questionnaire is used to collect the necessary data and the findings are discussed in the next section.

3.3.7 Reflection journals

The pre-service language teachers were asked to write and submit weekly reflections on their readings and on their classroom experience at the very beginning of the semester. They were guided with some sample questions in their syllabus. For example: What did I learn? How did I learn it? Was I always involved? Was I ever disconnected? What did I learn about me as a learner? What did I learn as a teacher? They were asked to comment on the classes, activities and materials used in the class. Furthermore, they were expected to write a final paper to synthesize the materials and activities from the entire semester and evaluate themselves if this course contributed to their communication skills. The data gathered from these journals were examined through qualitative analysis.

Qualitative research often categorizes data into patterns as the primary basis for organizing and reporting results. Qualitative researchers typically rely on the following methods for gathering information: *Participant Observation*, *Non-participant Observation*, *Field Notes*, *Reflexive Journals*, *Structured Interview*, *Semi-structured Interview*, *Unstructured Interview*, and *Analysis of documents and materials*. Strauss and Corbin (1990) offer two basic processes for qualitative data analysis: descriptive analysis and content analysis. Descriptive analysis is generally superficial and used for the researches whose conceptual structure is clearly determined beforehand. Content analysis requires deep analysis of the data collected and allows emergence of themes and dimensions which are not explicit previously (Yıldırım& Şimşek, 2008:223-228). In this study, content analysis is used.

Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. To conduct a content analysis on any such text, the text is coded, or broken down, into manageable categories on a variety of levels (word, phrase, sentence, or theme) and then examined using one of the content analysis method: conceptual analysis or relational analysis. In this study conceptual analysis is used. In conceptual analysis, a concept is chosen for examination and the number of its occurrences within the text is recorded.

Conceptual analysis begins with identifying research questions and choosing a sample or samples. Once chosen, the text must be coded into manageable content categories. The process of coding is basically one of selective reduction. By reducing the text to categories consisting of a word, set of words or phrases, the researcher can focus on, and code for, specific words or patterns that are indicative of the research question (Writing Guide, 1993:3).

In this study, the following four steps have been followed during the analysis:

1. coding the data
2. finding themes
3. organizing codes and themes
4. describing findings and interpretation

Taking the last research question into account (see page 8) student journals are examined and coded for the existence of certain words. When the reflections are examined in detail, it is realized that the pre-service language teachers focused basically on three categories (themes): reading material, activities, and the instructor. Therefore, for ten topics covered in the course, three themes were determined. Then, each of these categories was analyzed in line with the positive and negative comments of the candidate teachers. The number of the positive and negative words to describe their classroom experience throughout the semester is counted. Words and phrases that express positive and negative views were underlined and put on a table (See Appendix 9). The same procedure is followed for the final evaluation papers. The findings are discussed in the next chapter.

3.4 Conclusion

In the previous chapter, theoretical background information related to the field of communication and communication education has been reviewed. Later, a variety of questionnaires and surveys have been implemented to gather the data. The first three questionnaires given above are administered to find out how high school students assess their English language teachers' communication skills as well as how teachers assess themselves. Here the aim is to see if there is real need for effective communication skills course.

After realizing the need, some other questionnaires are implemented in the department to the pre-service language teachers and effective communication skills instructors. Both groups are asked to evaluate the course and given some instructional communication topics to choose. Considering the data gathered from different sources, the researcher felt the need to suggest a syllabus for the aforementioned course. Therefore, a fifteen-week-program is prepared and applied in one of the classes to see if it is worth changing the existing program. After discussing the findings in the next chapter, the suggested syllabus will be given in Chapter Five in detail.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

The aim of this study is to develop a syllabus to introduce basic communication concepts and theories as well as to introduce principles of communication to pre-service language teachers so that they can identify and practice effective communication techniques in a variety of contexts to facilitate and improve student learning. It is also believed that with the help of this suggested syllabus, pre-service language teachers will become high quality teachers who know not only how to communicate with students, colleagues, parents and administrators and but also how to utilize communication technologies. It is also of utmost importance that they are self-confident and aware of their strengths and weakness in terms of communication skills thus not suffering from communication apprehension.

In this chapter, data gathered from the questionnaires administered and reflection journals are discussed. An interpretation of different student views about the suggested course syllabus is given with examples followed by an explanation of the results.

4.1 Analysis of the Data Gathered from High Schools

This section includes three different questionnaires administered to gather data from high school teachers and students. These are 'Teacher Communication Behavior Student Questionnaire (TCBQ)' by She and Fisher (2000), 'Do You Communicate Positively' by Long (2005) and 'İletişim Becerileri Envanteri' by Ersanlı and Balcı (1998). The first one is used to collect data from students whereas the others are used to gather data from English language teachers in high schools. These questionnaires are used in replying the first two research questions.

TCBQ is used to analyze the students' views on their teachers' communication skills. It consists of five categories- challenging, encouragement and praise, non-verbal support, understanding and friendly and controlling. 271 students participated and the results are given in the following table:

Table 3: TCBQ results

Ts/ (Number of the Ss)	Challenging	Encouragement and Praise	Non-Verbal Support	Understanding and Friendly	Controlling	Total
T1 (18 Ss)	302 (576)	238	316	399	517	1772 2880
T2 (28 Ss)	902 (896)	704	762	872	798	4038 4480
T3 (36 Ss)	1055 (1152)	759	874	1034	1031	4753 5760
T4 (27 Ss)	876 (864)	637	789	844	778	3924 4320
T5 (25 Ss)	657 (800)	475	511	639	600	2882 4000
T6 (25 Ss)	722 (800)	484	565	690	641	3102 4000
T7 (21 Ss)	520 (672)	362	510	510	686	2588 3360
T8 (26 Ss)	538 (832)	455	537	616	681	2827 4160
T9 (10 Ss)	342 (320)	320	292	365	313	1632 1600
T10 (25 Ss)	869 (800)	733	760	883	719	3964 4000
T11 (30 Ss)	946 (960)	732	787	1010	853	4328 4500

According to these results, the students found the first teacher ineffective in terms of using communication behaviors. The score she has to get to be called effective is 576 for each category but her scores are quite below this level. The case is similar for the second teacher. The score he has to get to be called effective is 896. Nevertheless, unlike the first teacher, he is found to be challenging and quite understanding and friendly by his students. The optimal score for the third teacher is 1152 but she is not effective in any of the given categories. However, the scores for being challenging, understanding and friendly and controlling are not so below the optimal level. Just like

the second teacher, the fourth teacher is found to be challenging and quite understanding and friendly. The following four teachers are not found to be effective in any of the given categories. The next teacher is the only teacher who is thought to be effective in total. The score he has to get in order to be called effective is 320. The only category in which the students found him not satisfactorily effective is the one about the nonverbal support. The score for the next teacher to be called effective is 800 for each category. Her total score is satisfactorily close to the optimal score with better scores in terms of being challenging, and being friendly and understanding. The last teacher has to get 960 to be called effective. Her students found her understanding and friendly as well as quite challenging.

The second questionnaire, “Do You Communicate Positively?” is administered to aforementioned language teachers. In this questionnaire teachers’ feelings about their existing communication skills have been asked to check whether they communicate positively or not. Long (2005) provided the following criteria to decide whether the teachers consider themselves as skilled communicators:

Above 15- Skilled communicator

Between 10-15- Competent and aware of areas to develop

Below 10- Start to develop your communication skills

Figure 9: The results of the questionnaire “Do you communicate positively?”

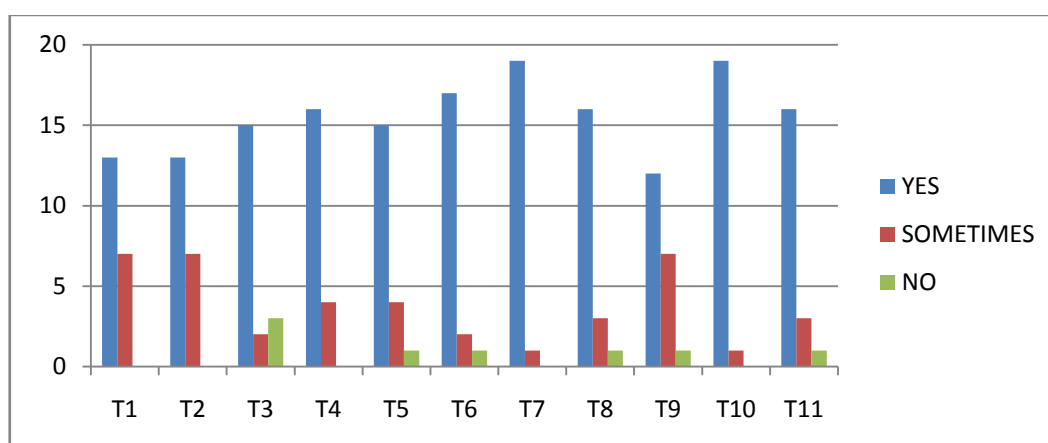


Figure 14 is based on Long’s criteria. According to the results shown in this figure, 4th, 6th, 7th, 8th, 10th and 11th teachers are skilled communicators and the rest are

competent enough and aware of the areas to develop in terms of communication skills. These findings indicate that the teachers in concern find themselves good communicators contradicting the students' view.

The next inventory is also applied to language teachers. This inventory is not specifically designed for teachers. It evaluates the overall communication skills one possesses. No specific criterion has been determined by the developers of the questionnaire; therefore, the standard deviation has been calculated and the mean score is found. As is stated in the previous chapter the mean score is 182 (± 12). Considering this score, the following criteria have been formulated:

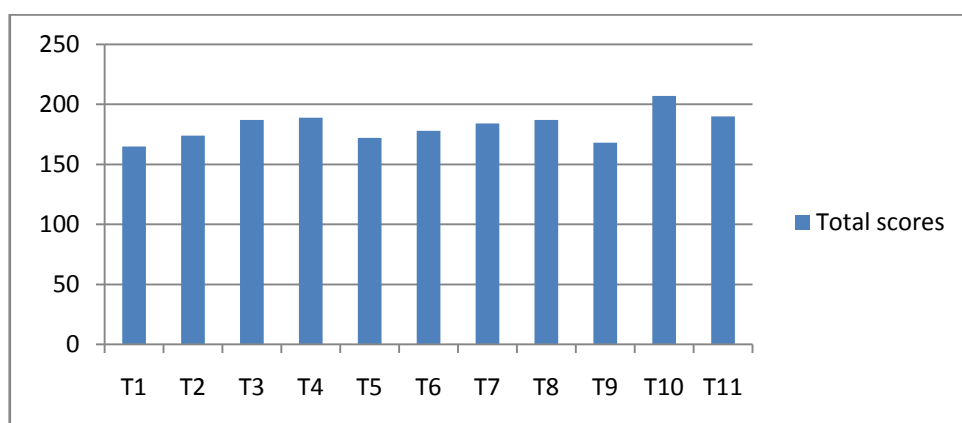
170 and below- These teachers are not good communicators

170 – 194 -These teachers communicate satisfactorily well.

194 and above- These teachers are good communicators.

The scores that the teachers got according to the results gathered from this inventory are given in Figure 10 below.

Figure 10: Communication Skills Inventory Scores



These scores indicate that unlike the tenth teacher the first and the ninth teachers are not good communicators. According to these results, most of the teachers have average level of communication skills. However, the second, the fifth and the sixth teachers' scores are closer to the below level category. Just as in the previous questionnaire the teachers mostly evaluate themselves as good communicators.

In these three questionnaires it is found that the ideas of students about their teachers' communication skills and the ideas of teachers about themselves contradict. In other words, teachers believe that they are able to express themselves clearly to their students while their students disagree with this idea. This indicates a kind of communication breakdown between students and their teachers which points out the necessity of training on communication skills.

4.2 Analysis of the Data Gathered from the Department

There are three sources of the data gathered from the department. These are instructors who already offered the effective communication skills course, pre-service language teachers who have already taken this course and the subjects taking this course during this study. The findings are discussed below.

4.2.1 Instructional communication topics

134 students were given seventeen instructional communication topics and asked to grade them in accordance with how concerned they are with these topics the highest being the most concerned. The following order of the topics was obtained:

Figure 11: Instructional communication topics

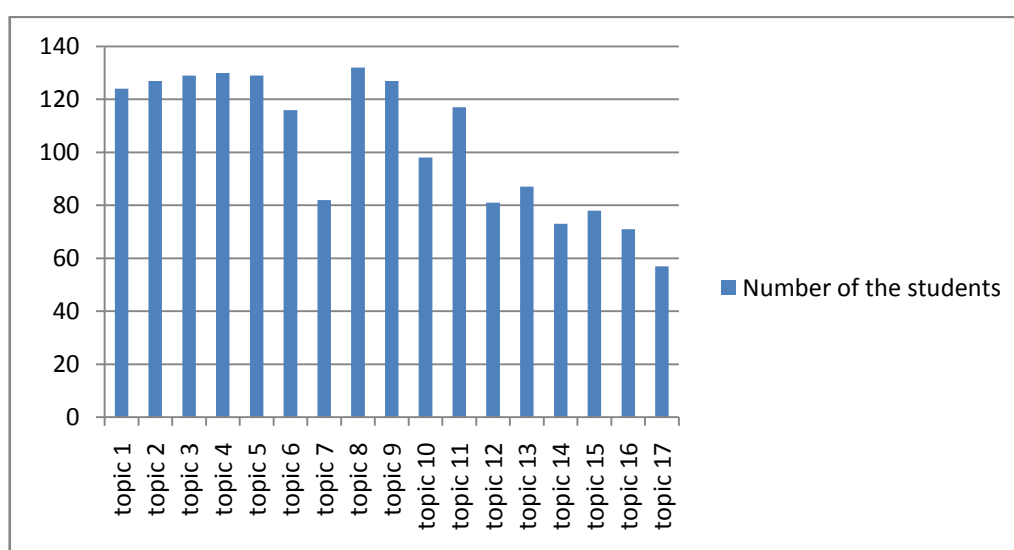


Table 4: Instructional communication topic list

1.	The use of nonverbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective
2.	Teacher clarity
3.	Relationship between student and teacher (interpersonal communication)
4.	Communication styles of the teacher (such as being more assertive or responsive)
5.	The use of verbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective
6.	Handling student misbehavior (classroom management) and conflict management
7.	Communication apprehension
8.	Using humor in instruction
9.	Listening strategies and feedback
10.	Intercultural communication
11.	Using small groups as an instructional strategy
12.	Writing Skills (CV, job application, petition, complaint letter, etc.)
13.	Using lecture as an instructional strategy
14.	Using computer-mediated communication as an instructional strategy (ICT)
15.	Using discussion as an instructional strategy
16.	Communicating with parents
17.	Communicating with administrators

Since the semester lasts 15 weeks some of the topics were handled together such as communicating with parents and administrators. Although the students are asked to put the topics in an order, the topics are not listed in the same order in the syllabus in order to provide a smooth transition between the topics.

The topic of the first week was the characteristics of a good language teacher. The pre-service language teachers were asked to read a metaphor poem in which a teacher is likened to a gardener. Then, they were asked to list the characteristics of a good English language teacher and they discussed teacher competencies applicable to teacher training programs in Turkey.

In the second week, the pre-service language teachers were provided with the theoretical background information about communication. Definition of basic concepts; principles of communication; misconceptions about communication; barriers to effective communication; communication models; instructional and interpersonal communication processes are handled in this section.

Nonverbal communication was the title of the following week. Importance of nonverbal communication in the classroom, different types of nonverbal communicative behavior, effective ways to express oneself nonverbally, (e.g. using eyes or voice effectively), and implications for language teaching issues were discussed and activities were designed to improve these nonverbal communication skills.

In the next class, written communication skills were emphasized. Since the learners will become teachers, two basic issues for the personal development of pre-service language teachers were dealt with. Expressing oneself effectively in the written form to obtain a job or to tackle the problems one faces was emphasized. Accordingly they were taught how to write their own teacher CV's. They were also asked to write a petition in the right format.

The topic of the next class was effective presentation skills and active listening. In this class, the pre-service language teachers studied not only oral presentation skills for teachers but also developed their computer skills to prepare a power point presentation. Moreover, they learned some strategies and techniques to become active listeners. Finally, they prepared a presentation in which they were asked to use what they learned so far in this course.

In the following class, teacher communication styles as well as teacher clarity, teacher immediacy and the use of humor were handled. The pre-service language teachers were expected to act out different styles and were asked to discuss which of these styles would be appropriate to use in the classroom. Then, the three teacher communicator behaviors that build affect in the classroom, namely, clarity, immediacy and humor were examined. The learners discussed ways of being clear and immediate as a foreign language teacher. In the final section of this class, the pre-service language

teachers discussed the use of humor in the language classroom. They were given some activities to show how to benefit from humorous pictures and texts in language classes.

The next module is about three different instructional communication strategies which are often used in language classrooms (lectures, discussion and group activities). Employing diverse instructional strategies appeals to different learning styles and the role of the teacher differs in these instructional communication strategies. In a lecture, a teacher is a speaker while in a discussion she becomes a moderator. In group activities teachers are expected to be managers. In this class, after the learners searched for some information about these three strategies, they brainstormed and discussed what they had in their hands and shared their ideas with the rest of the class. They focused on the advantages and disadvantages of using these strategies in language classes as well as the ways to maximize their effectiveness.

The title of the module in the following week was classroom anxieties and fears. In this week, the term ‘communication apprehension’ and different types of apprehension were introduced to pre-service language teachers. In the classroom discussion process, taking their own experiences into account, pre-service language teachers determined some probable causes of classroom anxiety and offered some communication strategies to reduce it followed by an activity to reduce the stage fear of the learners.

The next module was about conflict management and managing misbehaviors. The subjects of the study discussed the reasons why students misbehave and what teachers should do to prevent these behaviors. Besides, not only student misbehaviors but also teacher misbehaviors were discussed. The second half of this class was spared for conflict management skills. Types of conflict, conflict management styles and skills were explained and the learners were asked to resolve some classroom conflicts.

The topic of the next class was intercultural communication. The class started with the definition of culture and intercultural communication. Then, a culture quiz was applied to the students to increase their awareness about different cultures. A set of activities were designed to demonstrate how the same picture or piece of information meant different things to different people. Here the aim was to show how their reactions

might change even though they grew up in the same major culture. A week before the class, the pre-service language teachers were given an assignment. They were asked to choose a country and search for the ways they greet and say goodbye. Moreover, they were asked to find out some culture-specific issues about these countries. They shared that information with the rest of the class. In the final section, the instructor expressed how to use some materials to teach the culture of the target language. Festivals and holidays in Britain and in the USA were chosen and sample activities were given to the pre-service language teachers. A whole class discussion followed to verify and expand the activities to improve learners' awareness about intercultural communication.

The last topic of the suggested syllabus was communication among students, parents, administrators and teachers. This class was basically student-centered. In the previous week, the pre-service language teachers were asked to form groups of five and, prepare a mini drama considering their own experiences to show how the relationship between parents and teachers, teachers and administrators, parents and administrators, teachers and students should or should not be. In the final part of the class, brief theoretical information supported with classroom discussion was given to the learners on teacher-parent relationship. Some tips were presented for effective teacher-parent conferences. Last but not least ten traits of effective principals were explained in that class.

This suggested syllabus is teacher-centered at the beginning but follows a more-student-centered approach later. It is because a great many of the pre-service language teachers encountered the communication discipline in detail for the first time and they had no experience on how to make use of it in education. The more experience they gained, the more autonomous they became. They enjoyed it more when they took more responsibilities and when the modules were more activity-based.

4.2.2 The data gathered from the instructors

Four instructors who offered the effective communication skills course previously were given a survey which consists of three sections. Three of the instructors had been teaching for 11-15 years and one of them for 20-25 years. Three of them had no training on effective communication skills during their undergraduate and graduate

education. Two of them taught this course twice whereas it was the first time for the others. Three of them believed in the efficiency of this course and one of them did not totally agree with this idea. Two of them found the course content somehow satisfactory while one of them said it was satisfactory and one found it unsatisfactory. They had different ideas about the semester this course should be offered in. Half of the instructors find the 1st semester appropriate whereas one claimed the fourth semester would be better to offer this course and one said the second semester was OK.

Table 5: Instructor survey results

	1st instructor	2nd instructor	3rd instructor	4th instructor
Teaching experience	20-25 years	11-15	11-15	11-15
Training on effective communication skills	Yes	No	No	No
How many times the course is offered	2	1	2	1
Believing in the efficiency of the course	Somehow	Yes	Yes	Yes
Satisfactory content	Somehow	Somehow	No	Yes
Appropriate semester for the course	2	1	4	1

In the next section, the instructors were given the same list of instructional topics as the one given to the pre-service language teachers. They were asked to grade the topics that are crucial to increase pre-service language teachers' awareness about communication skills. Moreover, they were asked to put a tick on the topics they have covered in their courses. Here are some of the topics that are thought to be essential to include in this course: listening strategies and feedback, the use of nonverbal behaviors, interpersonal communication, handling student misbehavior and conflict management, communication styles of the teacher, teacher clarity, writing skills, communicating with administrators and parents, and using humor in instruction. The topics the instructors have already covered in their courses are as follows:

Table 6: Topics covered in the effective communication skills course

1 st instructor	2 nd instructor	3 rd instructor	4 th instructor
The use of nonverbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective (such as touching the shoulder of a student when giving them instructions)			
Relationship between student and teacher (interpersonal communication)			
	The use of verbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective		
Communicating with administrators			
Listening strategies and feedback			Listening strategies
Using humor in instruction			Using humor in instruction
Communication styles			Communication styles
	Teacher clarity		
		Handling misbehavior&conflict management	
			Communication apprehension
Intercultural communication			
	Writing Skills- CV, job application, petition, etc.		
	ICT		
			Using discussion as an instructional strategy
		Communicating with parents	

As seen in the above table, just a few of the topics covered in the syllabus are common. This indicates that there is not a consensus among the instructors. Of course, there can be some changes according to the needs and wishes of the students but the outline of the course should be parallel. It is clear that there is a need for a well-defined, sound syllabus in the department.

In the next section of the questionnaire, the instructors were given some open-ended questions. The first question was about the communication problems that the

instructors faced in their classes. The most common problem was speaking in English. One of the instructors claimed that the pre-service language teachers hesitate to speak for fear of making mistakes. Another instructor agreed with this idea and stated that her students have fear of making mistakes while speaking in front of their instructors and peers. The learners are not able to express themselves properly and they are not able to comment on something. She stated that when they are asked to comment on something or do the tasks given by the instructor some communication breakdowns or misunderstandings occur. The last instructor affirms that interpersonal communication is also an essential problem in the classroom. In other words, there are some communication problems between students, between students and instructors even between students and parents. This view is supported by the first instructor, too. He stated that students keep interrupting each other throughout the classes. The ways of disagreeing with peers or of directing questions to peers and instructors are quite disturbing. The fourth instructor stated that one of the most distinctive problems she faced with students was their tendency to communicate in terms of comparisons and their word choices were judgmental.

The second question they were asked was about the ways of handling these problems and the outcomes they got. The first instructor stated that he supported the use of “I” language and that he followed politeness strategies. He added that he tried to be objective rather than subjective and referred to objective resources for controversial topics. The other instructor, who stated that her students suffered from hesitation to speak in order not to make mistakes, claimed that cooperation and teacher support helped a lot. She urged her learners to speak and had them believe that incorrect use of language would not return to them as negative marks. The third instructor explained her solutions as follows:

“I tried to create a safe atmosphere in the classroom by making them feel relaxed since they are all equal. Students want to practice more than theory for this reason I tried to use sample situations and give each student tasks. They acted out these sample situations with their peers or groups as much as possible. These situations include both the effective and ineffective communications. They were encouraged to use nonverbal language.”

The other instructor explicated her solution as follows:

“In addition to course materials that have already been studied, I asked the students to observe other people in certain circumstances and places. Then, I asked them to note their observations for brief class discussions every week. Observing and listening to others, students began to develop self-awareness on communication skills while acknowledging the importance of listening to others.”

In the next question, the instructors were asked on what communication topics they needed more information to communicate effectively with their students. The first instructor said that metaphorical competence, the use of humor and listening techniques are among the topics he needed to be informed. The second instructor did not reply to this question. The third instructor claimed that since 85% of the communication is nonverbal more detailed information on nonverbal communication should be given to the pre-service language teachers. In order for this to happen, she believed that she needed to study this topic in depth. The last instructor affirmed that she lacked satisfactory information about communication apprehension so she needed to be informed about it.

The last question was similar to the previous one but this time the instructors were supposed to take their students into account. In other words, they were asked to think of the topics pre-service language teachers needed to study. According to the first instructor, the pre-service language teachers needed more information about effective listening techniques, time and stress management, problem solving strategies, effective use of questions and instructions, ways of giving and receiving feedback and using humor and metaphor. The next instructor believed that since the learners would become teachers, they needed to learn how to apply for a job. She claimed that unfortunately most of the students did not know how to write a petition when they graduated. Hence, pre-service language teachers should be given some training on writing job application letters, complaint letters or a petition as well as preparing a teacher Curriculum Vitae (CV) in order to develop their written communication skills. She believed that this would help them in their future career.

Third instructor believed that the students were not able to express themselves properly. Therefore, they should be given training on ways to express oneself properly and effectively in different situations. Moreover, she added that most of the learners

could not put themselves in the shoes of others. Hence, they should be taught ways of being empathic. It is believed that a good teacher should be empathic. To be able to communicate effectively, a teacher should know the ways to see the world from students' perspective as well. On the other hand, the instructor claimed that knowing only the others' way of thinking is not enough. To achieve this, first of all, one should know oneself, their strong and weak points. She supported her ideas with Shakespeare's saying "Know thyself, know other self". Besides, she believed that pre-service language teachers needed more information on individual differences. She asserted that if they became more aware of individual differences, they could create a more effective classroom atmosphere in the future. The last instructor listed the following topics that prospective language teachers needed to study in detail: communication apprehension, teacher communication styles, listening strategies and teacher clarity.

In the final section of the questionnaire, the instructors were asked to make any other comments they would like to share in order to develop the course content. They did not say anything extra in this part.

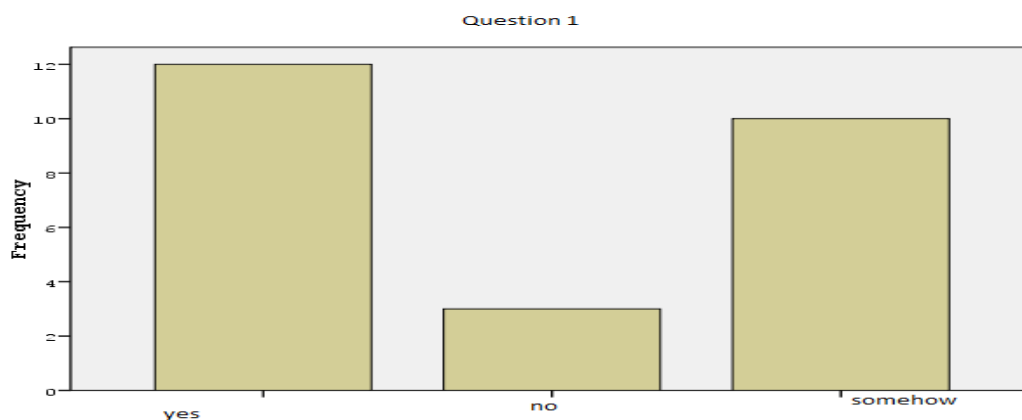
It is clear that communication is a very broad discipline. Therefore, there are so many issues to cover in this course. However, the effective communication skills course is just a three-hour-credit course and lasts only one semester. In the suggested syllabus, the researcher has tried to cover as much topic as possible but because of the time limitation she is not able to handle all of them in as much detail as she wishes. Sometimes, classroom discussions lasted longer than expected. Therefore, time left for practice was not satisfactory. Some of the students complain about this. Considering this fact, effective communication skills course can be offered for two semesters. Thus, candidate teachers would get more chance to put theory into practice.

4.2.3 Effective communication skills questionnaire

The last questionnaire administered to the pre-service language teachers is Effective Communication Skills Questionnaire. The questionnaire is first applied to 133 students and the results gathered are used to find the reliability of the questionnaire by using SPSS. Irrelevant items are deleted and the items left are found to be highly

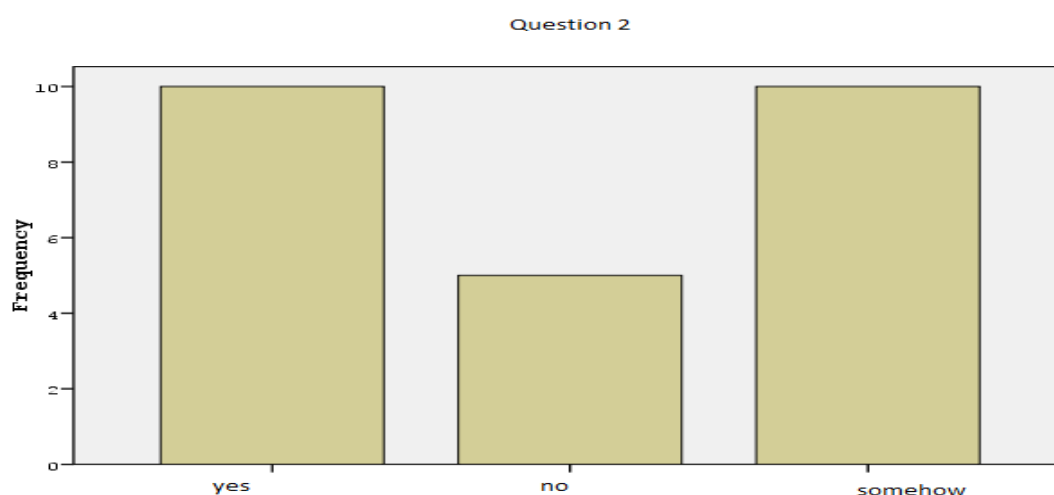
reliable (.96). At the end of the course the subjects are given this questionnaire and the following results are found:

Figure 12: Do you believe in the efficiency of this course as a prospective language teacher?



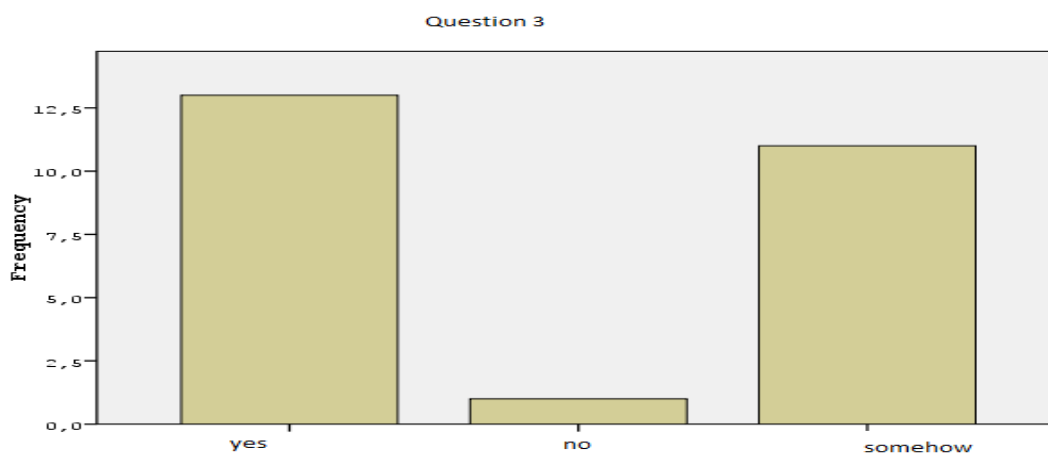
The answers given to this question show that 48% of the pre-service language teachers believe in the efficiency of the course whereas 12 % do not. 10 students out of 25 say that this course is somehow effective. This result indicates that most of the pre-service language teachers have a positive attitude towards the efficiency of the course.

Figure 13: Did you find the course content satisfactory?



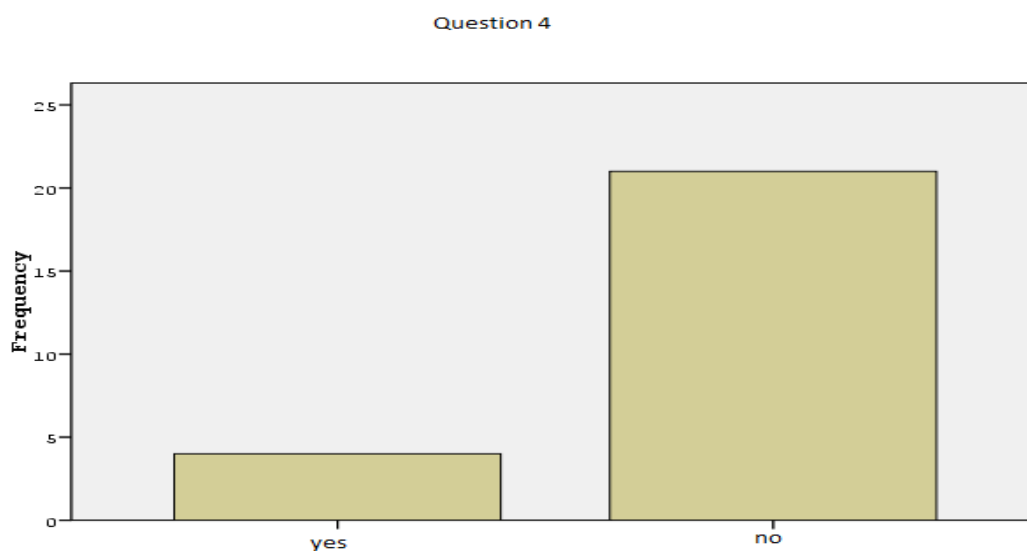
In this question the number of students who say “yes” and the number of those who say “somehow” are equal. Five students found the course content unsatisfactory. Generally speaking, the learners found the course content satisfactory. The negative answers may stem from time limitation.

Figure 14: Was the course both theoretical and practical so that you had developed certain knowledge and skills for effective communication?

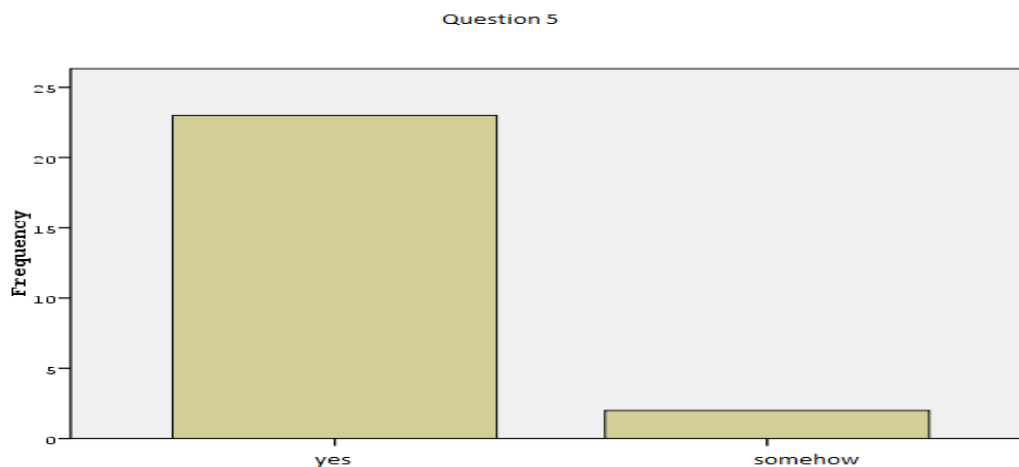


96% percent of the pre-service language teachers find the course both theoretical and practical to develop certain knowledge and skills for effective communication. Only one student does not agree with this idea.

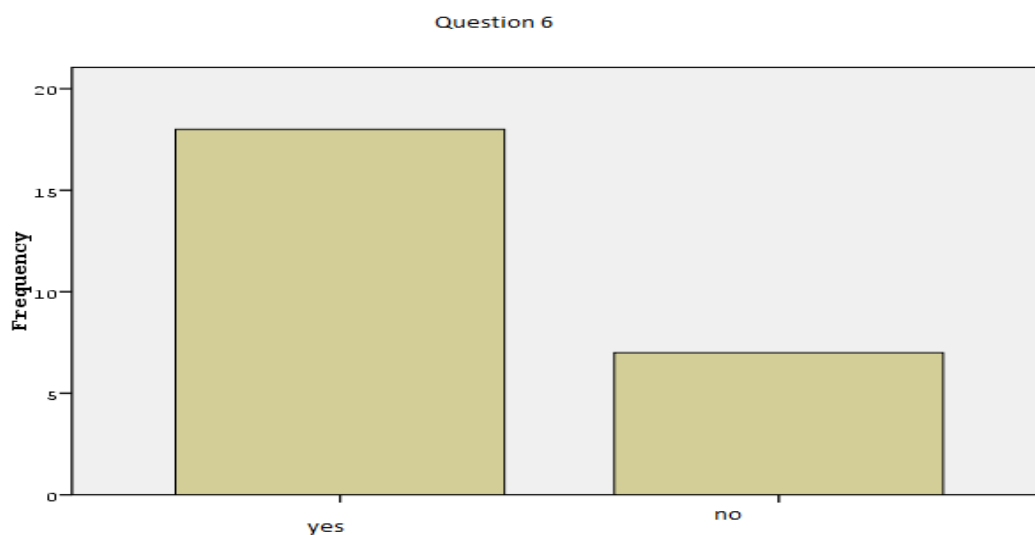
Figure 15: Did the course focus only on some specific issues such as body language and ignore other topics?



84% of the learners state that a variety of topics were included in the syllabus so that learners are exposed to different instructional communication issues.

Figure 16: Was the course instructor competent enough to offer this course?

Generally speaking, most of the students find the instructor “competent enough” to give this course. Just two of them say she is “somehow competent” to give the effective communication skills course.

Figure 17: Do you believe that the first semester is appropriate to take this course?

Unlike the researcher, most of the students believe that the 1st semester is appropriate to take this course. Only 7 students out of 25 disagree with this idea and claim that it would be better if they took this course in later semesters. In the following figure you can find the opinions of students about the semester to take this course in.

Figure 18: What semester would be better to take this course in?

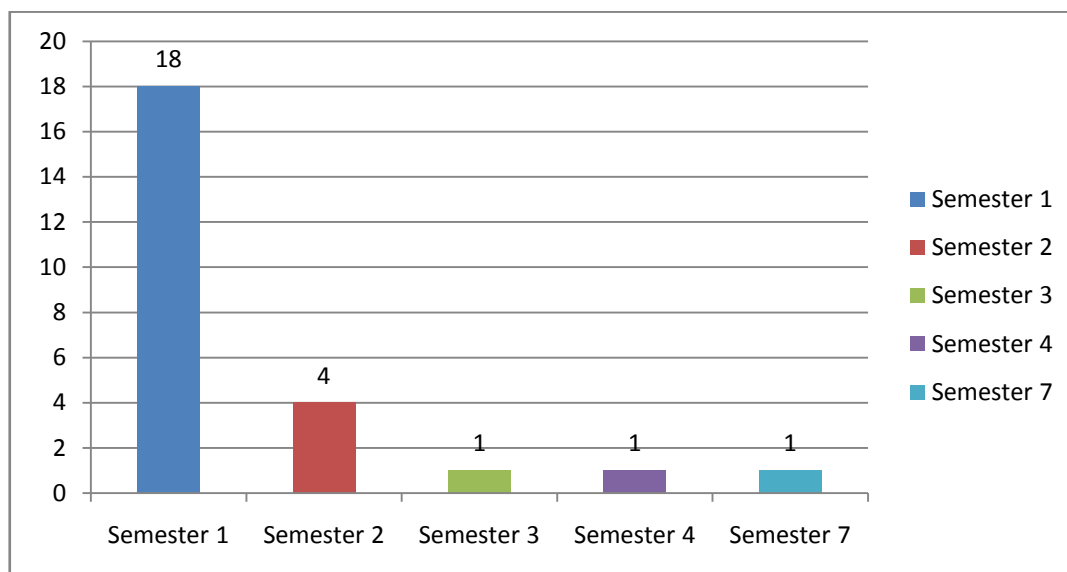
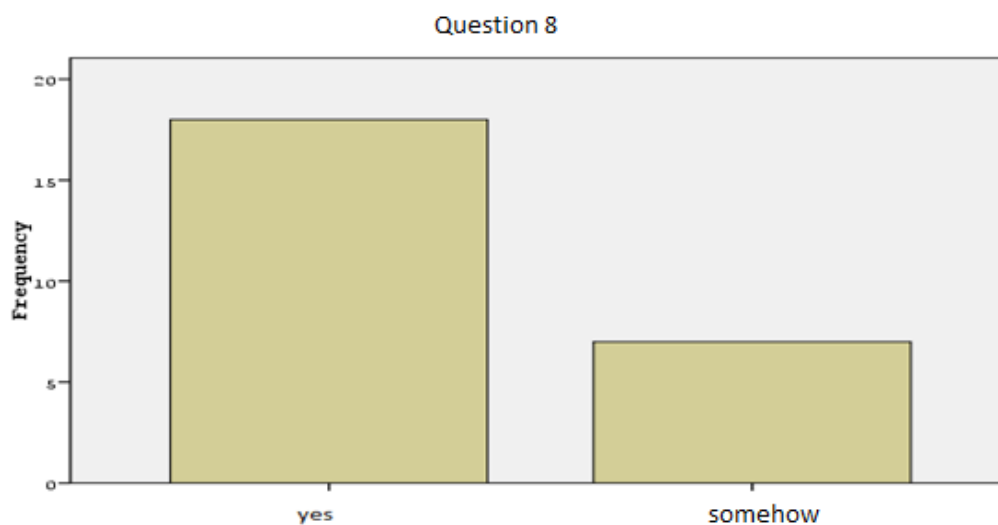


Figure 19: Do you believe that you will make use of the knowledge and skills you have gained in this course in real life?



72% of the pre-service language teachers affirm that they will make use of the knowledge and skills they have gained in this course in real life. The rest (28%) believe that they will somehow use the knowledge and skills gained in real life situations. There are many situations and examples taken from real life in the course content. The activities designed were parallel to the learners' real life. For example, when conflict management was handled, the learners were asked to think of a conflicting situation

they were in and follow the steps taught to overcome this problem. In another class, they were asked to observe people around to understand what their body language meant. Thus, the learners got a chance to see how to use what they have learned in real life.

In the next section, the pre-service language teachers were asked to evaluate their own communication skills after taking this course. The same questionnaire was given before the training started but there were some slight differences in the statements. For example, in the pre-test the first item was “I feel comfortable to interact with classmates” whereas it became “I feel much more comfortable to interact with classmates”. In the pre-test, the 12th item was “I can initiate a conversation easily” but it turned into “I have started to initiate a conversation easily” in the post-test. Comparative structures and perfect tenses are preferred in the post-test in order to emphasize the progress after taking this course. The results are statistically analyzed with a statistical program named T-test in order to see if there is a significant difference.

Table 7: t-test results obtained from the pre-test and post-test.

	N		Sd	T	P
Pre-test	25	129,72	13,73	-3,689	,001
Post-test	25	142,32	10,15		

*p<.001

In Table 7, the statistical analysis of the pre- and post-test scores of the experimental group is given. The group consists of 25 students. As is seen, there is a significant difference between the tests. The mean score for the post-test is 142. This indicates that the suggested syllabus contributed to the development of pre-service language teachers' communication skills. This table provides answers to the 3rd and 4th research questions and verifies the hypothesis “with a well-defined, sound syllabus, it is possible to develop pre-service language teachers' effective communication skills”.

To support this view, the same post-test (course evaluation questionnaire) was given to another group of pre-service language teachers in whose class the previous course pack was followed. The group was chosen randomly. The only criterion taken

into account was the number of the learners in that class. The results are given in the following table:

Table 8: t-test results obtained from the experimental group and the other group

Groups	N		Sd	T	P
Experimental	25	95.64	6.75	2.378	.022
Other	23	88.73	12.69		

*p<.05

Table 8 reveals that there is a significant difference between the mean scores of the experimental group and the other group. The mean score of the experimental group is 95.64 while it is 88.73 for the other group. This indicates that subjects of the study are better in terms of using communication skills. The mean score of the other group is not low either. It is because they also got training in the field of communication using the previous course pack throughout the semester.

4.2.4 Content analysis

As indicated previously, the pre-service language teachers were expected to keep a reflection journal throughout the semester. They submitted these reflections in their portfolios. Each journal was examined three times in detail and three themes were determined, namely, reading materials, activities and instructor. It is realized that candidate teachers used both positive and negative statements to express their feelings in the above mentioned categories. These statements were underlined and put in a table. Later, they were counted and the following tables were formed.

Table 9: Analysis of reading materials

READING MATERIALS			
<i>Positive</i>	<i>Number of the students</i>	<i>Negative</i>	<i>Number of the students</i>
Important	1	Too long	12
Necessary	1	No enthusiasm to read	2
Not boring	1	A lot of paper to read	6
Informative	2	Difficult to follow	1
Not long	3	Boring	6
Helpful	3	Difficult	1
Good to have before	1	Not enough time	1
Useful	4	Don't like reading copies	1
Beneficial	2	Very theoretical	1
Good	1		
Sufficient	1		
Not so theoretical	1		

As stated previously, the suggested syllabus was more theoretical at the beginning and became more student and activity-based later. In the initial weeks, the pre-service language teachers were given more articles to form the background knowledge. They were given reading materials throughout the semester yet they were not as much detailed as the ones in the first few weeks. As the table indicates, many students claimed that the texts were too long and there were a lot of articles to read. Therefore, they had no enthusiasm to read them. But not all learners thought in the same way. Four students stated that these texts were useful. They also stated that they were helpful and informative. Here are some extracts from randomly chosen student portfolios.

*I want to do a criticism about the teacher. She has given a lot of paper to read. They are too much to read. I think students don't want to read like these articles.***S9**

*The materials given by the teacher before lessons are so long that I sometimes don't want to read them. They may be a little short to attract our attention.***S11**

*I believe that such kind of hand-outs are very important for some courses. They are both practical and advantageous, because they include the most important parts of the topic, neither too long to be bored nor too short to not to understand the topic.***S17**

Our teacher gave us some photocopies about our subject. They were necessary for me, because I can learn subject better when I was following from my photocopies. S2

Table 10: Analysis of the opinions about the activities

ACTIVITIES			
<i>Positive</i>	<i>Number of the students</i>	<i>Negative</i>	<i>Number of the students</i>
Enjoyable	78	Not so interesting	1
Good	55	Sometimes boring	3
Effective	30	Not so active	1
Funny	44	A bit boring	1
Successful	4	Lost concentration	1
Important	19	Difficult	1
Useful	32	Somewhat depressing	1
Amusing	4		
Attracted attention	1		
Clear	1		
Improved speaking skills	3		
Interesting	29		
Informative	7		
Liked	5		
Not boring	3		
Great	2		
Necessary	2		
Beneficial	16		
Pave the way for future career	1		
Helpful	1		
Exciting	6		
Nice	1		
Entertaining	10		
Encouraging	1		
Well-designed	4		
Student-centered	5		
Different	7		
Practical	1		
Convenient	2		
Didactic	1		
Fruitful	1		
Impressive	2		
Amazing	3		
Lovely	1		
Beautiful	1		
Good time	1		
Fantastic	1		
Creative	3		
Excellent	1		

When the pre-service language teachers were asked to give their opinions on the activities designed, they often tended to state positive ideas. During the 15-week-period, there were only nine negative statements about the activities. As the table demonstrates, the learners liked the activities. They used “enjoyable” 78 times to describe the activities. “good” is used 55 times and “funny” 44 times. They believed in the usefulness of the activities (32 times). They found the activities interesting and mentioned their importance. Here are some comments of the learners on the activities:

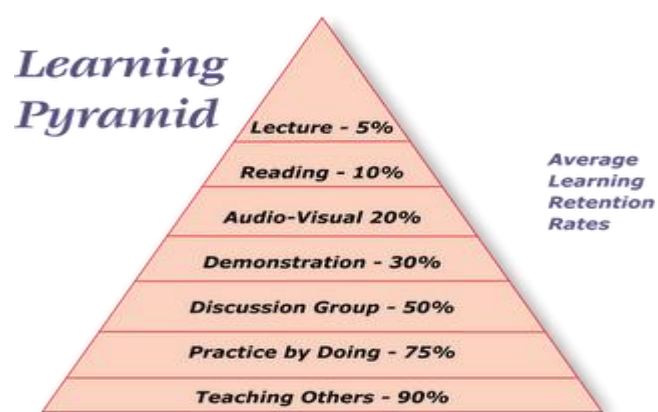
*It has been a successful and funny exercise. In the lesson we have laughed at most of time. The lesson has been very enjoyable. I haven't been bored at the lesson and haven't been aware of the time.***S8**

This lesson was very useful to me. I learned some interesting things. Our topic was active listening. It was really entertaining. We practiced and laughed a lot. ... In a nutshell, I liked our last lessons a lot. **S23**

*I think these subjects aren't so interesting but they are usual things which we aren't aware of.***S10**

*I understood that speaking effectively is very important and it is very difficult. When I began to speak, I was very nervous. Because speaking in front of the class is very different sitting in the desk. Everybody in the class looks you... .***S15**

So far, it is clearly understood that when the classes are student-centered and based on activities, the learners enjoy it more. They prefer to get hands-on experience and do thing together. Maybe it is because they gain self-confidence and speak more in group activities. Although it is sometimes cited differently, learners retain approximately 75% of what they learn when they practice what they learned. They remember only 10% of what they learn by reading. The following figure summarizes the average learning retention rates.

Figure 20: Learning pyramid

<http://www.eslinnovator.com/2009/03/teaching-not-talking-head-like-in-your.html>

Table 11: Analysis of data to evaluate the instructor

INSTRUCTOR			
<i>Positive</i>	<i>Number of the students</i>	<i>Negative</i>	<i>Number of the students</i>
Well-prepared	19	More speech	2
Smiling face	3	Technical problems	1
Warm-hearted	3	Caused daydreaming	1
Effective	4		
Convenient way of teaching	2		
Fine	2		
Different sources	1		
Effective way of teaching	7		
Considerate	1		
Helpful	1		
Useful teaching style	1		
Good sample	1		
Encouraging	1		
Praise	1		
Shows interest	1		
Perfect	1		
Clear	1		
Successful	1		
Valuable critics	1		
Friendly	1		
Active	1		
Did a good job	1		
Taught well	1		
Good relationship	1		
Attracted attention	1		
Prepared enough	2		
Satisfied	2		

This table points out that subjects of the study believe that their instructor is well-prepared and follows effective ways to teach the subject matters. She is also thought to be warm-hearted and had a smiling face which motivates learners to participate in the activities. There are not many comments on the instructor other than those mentioned. Here are some comments on the teacher:

Generally this lesson was good because lecturer was well-prepared for the lesson and she attained a lot of knowledge from different sources. S21

The teacher was well-prepared and had a smiling face. That the teacher was a warm-hearted person is a factor for my loving this lesson. S1

The teacher talked more as we were not enthusiastic. We looked at the papers our teacher gave us then got more informed. ... I hope we'll join the lesson more. S5

Our teacher showed us some visual materials and presentation. I got bored because subject was too long. But when we made activities about this subject, I enjoyed. It was funny. We hadn't got any photocopies, so I couldn't pursue the all subject. For a moment, I daydreamed other things :.)) Consequently, we should have photocopies about subject. Otherwise, I couldn't understand lesson. S2

The final part of the reflection journal is divided for the evaluation of the whole semester. There are three categories for this section. In their final papers, pre-service language teachers focused on the classes in general, evaluated themselves and the performance of the instructor. The following table summarizes the students' views.

Table 12: Final evaluation

COMMENTS ON LESSON	EVALUATION OF TEACHER PERFORMANCE	SELF-EVALUATION
Made me knowledgeable Might be more productive with speaking activities	Always well-prepared Always in good mood Smiling face Good character Excellent	Developed myself Better at communication skills now
Very effective and enjoyable Learned very useful things Complaint about reading texts but they are useful Reduced apprehension	Good style	Feel more relax while speaking
Effective Interesting and entertaining Enjoyable More presentations needed	Attracted attention	Feel very well
Important information Really interesting and joyful Enjoyed Useful Should include more activities Not much desire to read texts given Very important inputs	Effective	Improved myself in communication
Seemed too boring Got more and more interested Beneficial Useful group works More activities needed	Friendly Encouraging Funny	Developed communication skills Triggered better relationship More relax Speak without hesitation Aware of the other's ways of using body language
Good Funny Effective enough Beneficial	Well-prepared	Unsatisfied with my presentation
Learnt new things Useful Important information Too many topics to learn in a short time Difficult and boring Good activities Too many homework		Learnt so many different things
Very useful Learnt a lot Applicable to real life Fed up with homework Had good time Both theoretical and practical	Always well-prepared Effective teaching style	Know how to be effective English teacher Conquered fear of speaking

Had fun Useful Helpful Enjoyable	Well-prepared	Learnt many new things
Good Learnt very important things Should be more activity-based	Good performance	
Learnt lots of things Informative Funny Interesting Sometimes bored Beneficial	Well-prepared	Will use that knowledge in the future
Tiresome Enjoyable No boredom	Appreciate her for her contributions Warm-hearted Encouraging	Contributed me a lot
Enjoyable Useful Good Funny		Learnt a lot
Very important and necessary Wonderful Crucial Creative		Got vital information for my future carrier Able to use what I learnt as long as I live
Learnt a lot important information Effective Enjoyable	Effective	Learnt new things Can beat obstacles while interacting Can cope with apprehension Happy to learn
Exciting Different Enjoyable Good		Pleasant Contributed to my communication skills
One of the most useful and informative course Really enjoyed Effective Practical and necessary topics Different activities and methods Student oriented Happy with the hand-outs	Explained well Convenient way of teaching Well-prepared	Learnt a great deal of information Reduced stage fear Relieved tension and nervousness mostly
Not simple Enjoyable Useful Essential		Reduced fears
Useful Funny Enjoyed	Useful teaching style Well-prepared	
Effective Funny Important	Good sample	Learnt new things

Too many assignments		
Learnt lots of things Useful Enjoyed Boring because of long essays	Well-prepared Clear	
Useful Sometimes boring sometimes enjoyable Very enjoyable activities Boring reading Long papers to read Liked	Well-prepared	Became more talkative Not so shy anymore
Good Interesting Useful Enjoyable Both practical and theoretical More practice needed	Always well-prepared	Felt myself as teacher
Learnt many things Very useful Enjoyable Sometimes very boring	Smiling face Successful	Benefit from whatever learnt in the future
Interesting and different activities Very important Instructive Helpful		Learnt valuable things Make use of the knowledge gained

This table summarizes the previous tables. As mentioned previously, the pre-service language teachers developed a positive attitude towards the course. Of course, there were some negative comments on the lesson such as long essays to read, too many topics to learn in a short period of time and need for more activities. However, when they started to participate more, they enjoyed more. In this final evaluation paper, the learners also evaluated themselves. Generally speaking, they stated that they developed themselves, improved their speaking and communication skills. Here are some general comments of the learners on the effectiveness of the course:

In my opinion Effective Communication Skills is very useful class. I learned such a lot of things that I can use in real life. Although sometimes I fed up with homeworks, I passed good time in class. I think we know how to be english teacher now. We learned necessary informations, techniques which we will use in future.S7

I have learnt lots of things that I will use my teaching in the future. The lessons were so informative, funny and interesting for me..... We have lots of

assignments and notes about effective communication skills. The lessons were sometime so immense that I got bored. However, I think that the activities, assignments and notes were beneficial for us. Every lesson added somethings to me that I will use them in every field in my life. Thanks to teacher. **S11**

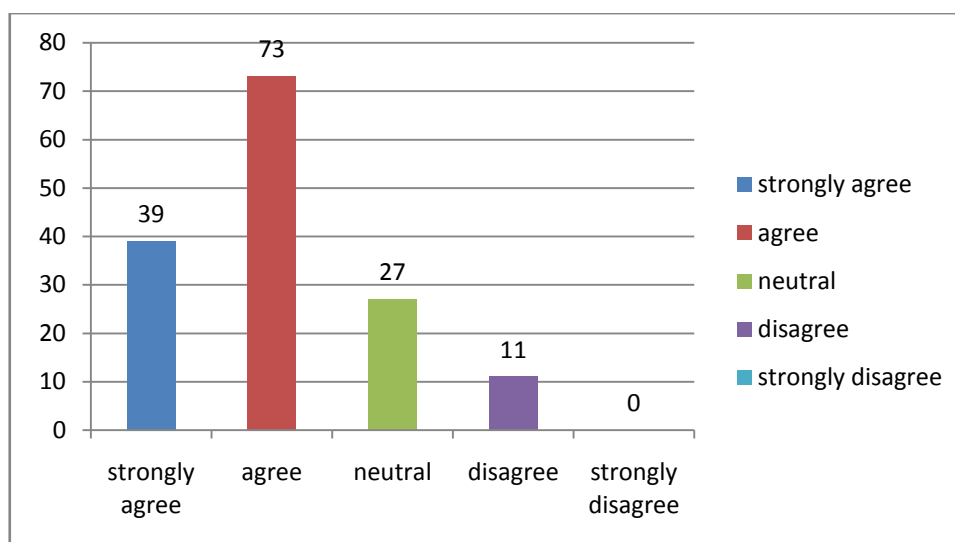
I believe that I've learnt so many things in this term. ... Our lessons were sometimes boring, sometimes enjoyable. Although I didn't participate in lesson much, I learned by listening. I don't like speaking so much and I think I have fear of speaking. ... But the activities we have done throughout the term made me more talkative. I'm not shy anymore. Thanks to the presentations and activities I don't feel excitement so much as I felt two months ago. **S22**

Effective communication skills is one of the most useful and informative course I have taken ... I really enjoyed the lessons and I believe that I have learnt a great deal of information. Visual aids, handouts, games, act-outs all played important roles in this course. While teaching each topic, our teacher always used different activities and methods according to the content of the lesson. ... The most important point in the course was that, it was mostly student oriented and I think this made us to learn better. ... Moreover, it provided us to develop our skills. For instance by using the stage frequently we got accustomed to speaking in front of a crowd. It helped us to relieve our tension and nervousness mostly. ... All in all, I am contented with the lessons I had in this course. I liked the topics, the way we learned the lessons, activities we made, responsibilities we took and all the rest. **S17**

... This lesson made me knowledgeable enough to develop myself in effective communication. We have learned different methods in this lesson. Moreover, the instructor has been always well-prepared and has been always in good mood, which makes me relaxed in class. This lesson has been one of the lessons by which I have developed myself mostly. Thanks to this lesson, I am better at communication skills now. In fact, the lesson might be more productive if we had focused on speaking activities rather than written information. **S1**

The findings of the content analysis and the questionnaire given at the end of the semester support each other. For example, items 14, 27,28,29,30 and 31 are related to nonverbal communication. The following figure shows the rates of the answers given by the pre-service language teachers. They claim that they are better at using their body language and understanding others' way of using their body language. They supported this view using the following statements in their journals:

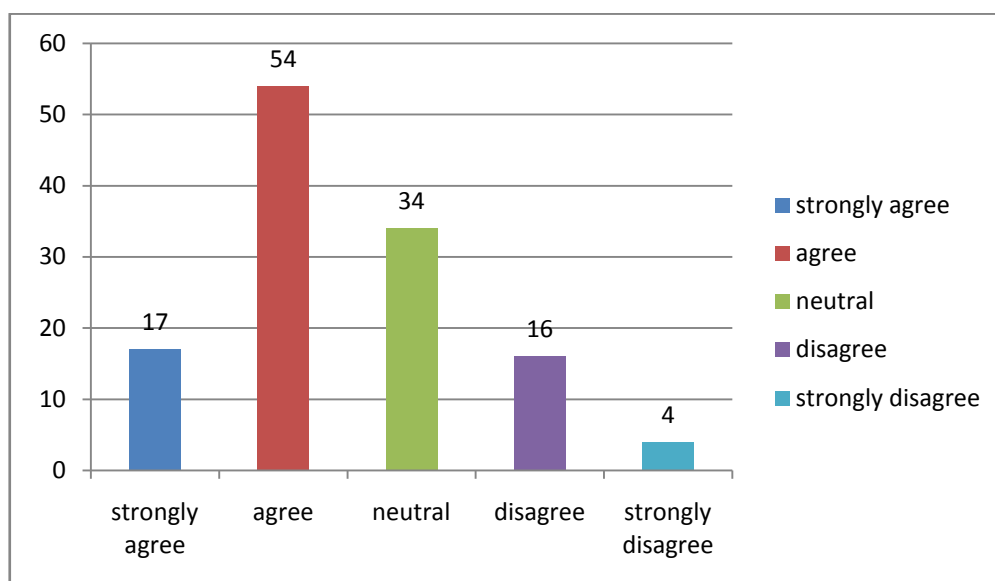
Figure 21: Analysis of the items about nonverbal communication



... I understood that how I could communicate without words. The most important thing in nonverbal communication is how we say something. We should use our eyes, body movements, voice, touching behaviors, time, spaces, facial expressions effectively. Because all of them can affect the person with whom we communicate. S15

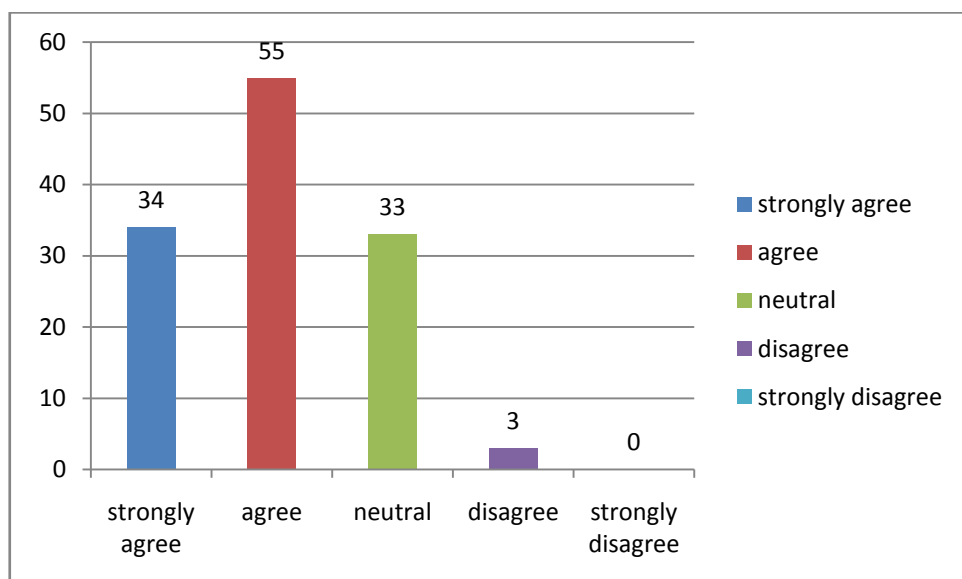
I learned many valuable things which I can use when I become a teacher. I try to use the things I learned in other lessons. Nonverbal elements are just one of these valuable things. To be effective teacher, we should use nonverbal communication. S25

The students provided similar answers to the questions in the section related to listening skills. According to the results of the questionnaire, pre-service language teachers developed their listening skills while communicating as indicated in the figure:

Figure 22: Analysis of the items about listening skills

After taking this course, I started to pay attention to things which I were unaware. For instance, when I talk with someone, I begin to observe him/her if s/he listens to me. In the same way, I started to show my active listening to the others.^{S23}

Items 9 to 13 were designed considering the speaking skills. A great many of the students (71%) stated that they developed their speaking skills after taking the Effective Communication Skills course.

Figure 23: Analysis of the items about speaking skills

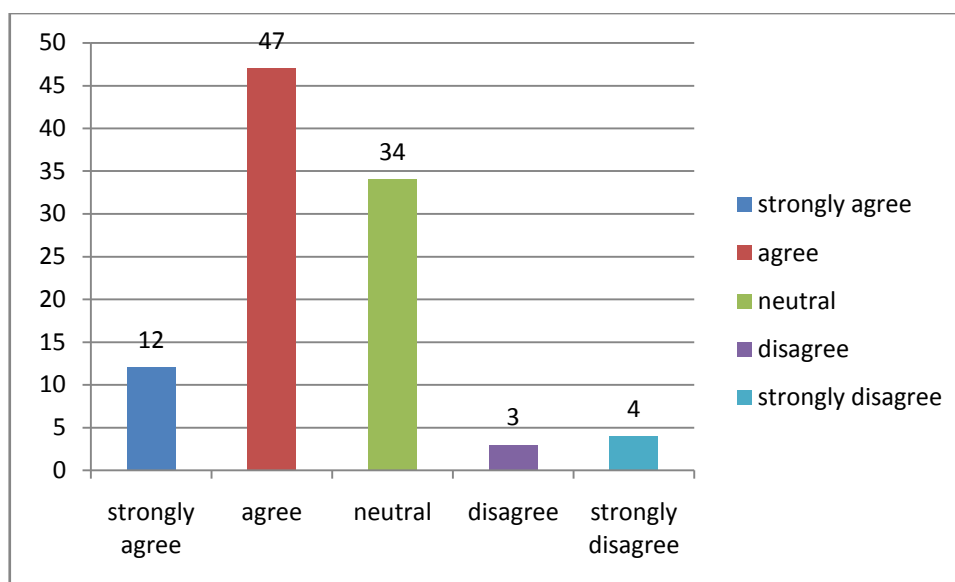
Our communication with others leveled up, knew much about the others and started to share more. Sharing triggered better friendships and this increased self-trust. This means a person is relaxed and he/she can talk without hesitation. S5

I felt myself more relaxed while talking in front of the class, anymore. Speaking activities contributed our effective communication skills. I am pleasant about this. S16

Our lessons were generally very effective and enjoyable for me. I think, I learned very useful things in our lessons. The most important thing forme, I feel more relaxed while speaking than last year. I couldn't speak in front of the other people. Thanks to these activities, now I can speak more easily. I don't get excited so much while speaking. S2

Items 18, 19, 20 and 21 in the questionnaire given are about problem solving and conflict management. 59% of the learners stated that they had developed these skills after taking this course. They supported their ideas in their portfolios as well.

Figure 24: Analysis of the items about problem solving and conflict management



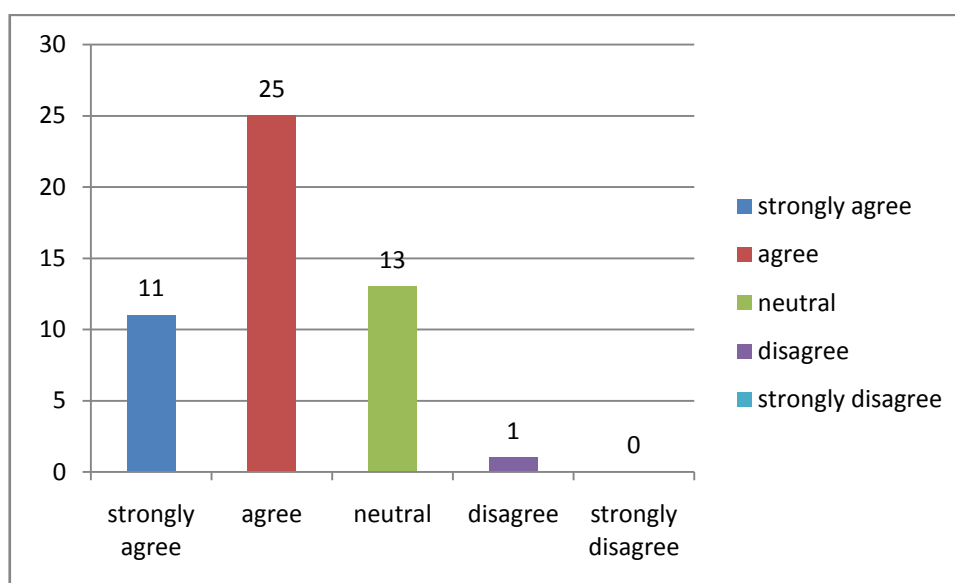
We learnt a lot. Thanks to these information, I think I can beat a lot of obstacles while I'm interacting with other people. Now I have a lot of information which I will use when I become a teacher. S15

.... Moreover, I know about communicating effectively in the classroom environment and establishing a positive classroom environment. I learnt about managing conflicts in the classroom effectively, and I know about ways to manage culturally diverse classrooms. **S21**

We have also studied conflict management. ... When we have a conflict, we should try to listen each other and to find the problem and then solve it. Also we learnt how to control our emotions while we are quarrelling. We have learnt much more different things from these. **S7**

Items 33 and 34 are about using technology to express oneself. In this course computer skills are tried to be developed. For that reason, the learners were motivated to use computers more and taught how to use power point effectively for their presentations. 72% of the learners claimed that they started to use technology more effectively.

Figure 25: Analysis of the items about using technology

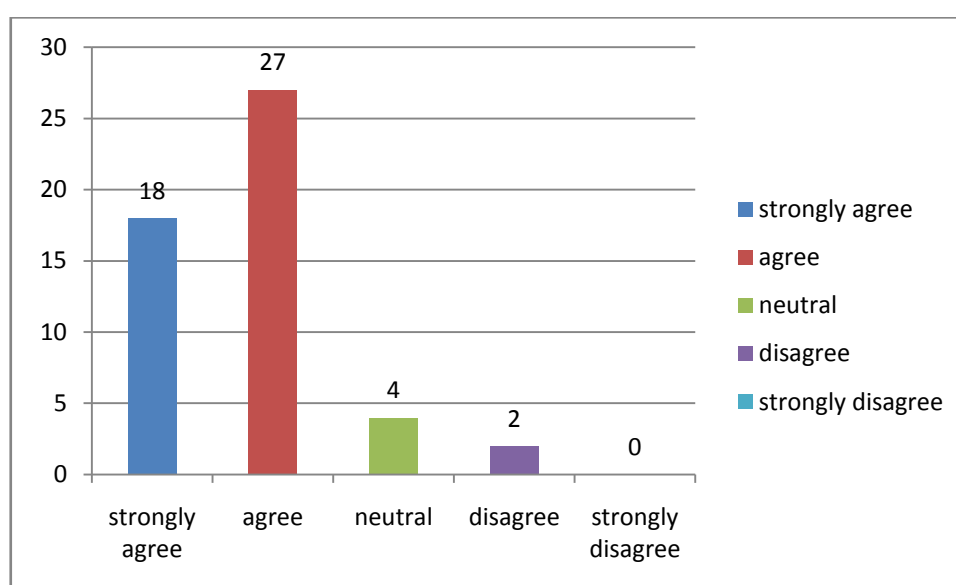


I like using technologies in a course but I'm more comfortable for using these things in our lesson. While I was showing my presentation, I tried to use it (technology) effectively by paying attention to my body language. **S23**

The teacher showed the most important parts on the power point and spoke about the facilities it includes. The lesson was effective, I think, for the whole class, as we are to prepare power point presentation from now on. The ones who had not had any idea about the programme got some information and had a start to power point. S17

88% of the pre-service language teachers affirmed that they developed their intercultural communication skills.

Figure 26: Analysis of the items about intercultural communication



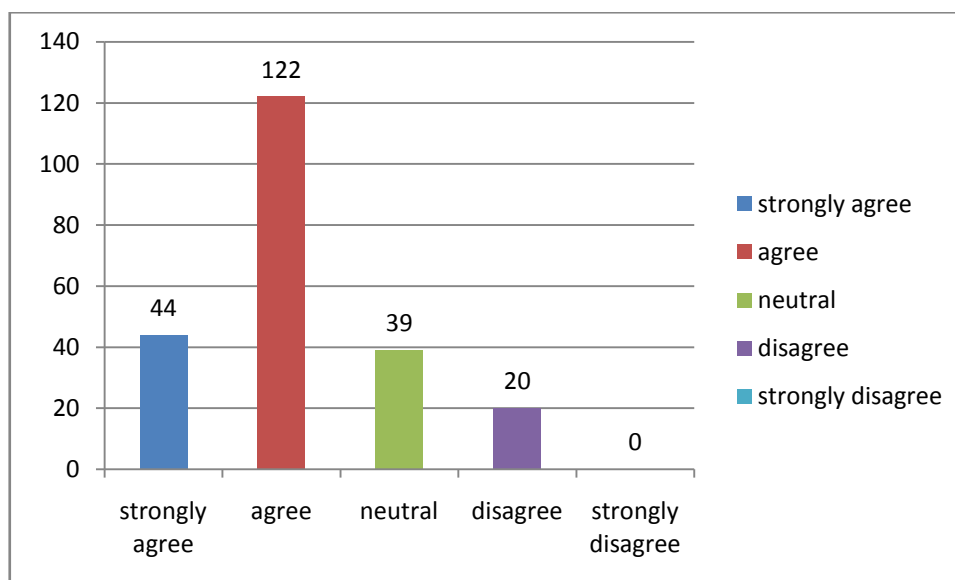
We have learned this lesson what intercultural communication is. ... we learned very interesting things about other people's culture. I think our this lesson were very enjoyable and I believe that it was very beneficial for me. S2

Every country has different cultures; therefore, before going to another country, we should investigate something about their cultures, what is the meaning of their gestures and behaviors. It will help us as we come across with them. S7

There are some general statements in the questionnaire such as items 1,2,3,22, 23,24,25,26,32. When the total scores were calculated for these items, it is realized that 74% of the pre-service language teachers believe that they have developed themselves in these fields. They state that they are better at communicating with others or they are

now more empathic. The following figure summarizes the views of the learners for the above mentioned items.

Figure 27: Analysis of the items about general communication skills



I understood how important a teacher is in the student's life, again. ... Because of this, we should have effective communication skills. So we can be a good English teacher. We should use our language skills effectively, think our students whether they understood us or not, help them to be successful in their life. We should also be empathic and discuss the problems with them in a more effective way. We shouldn't make them bored for this, we can use humor or something else like what we did in our course. Namely, I saw how we can be excellent teacher. I hope, one day when I teach my own students in my class, I 'll remember this semester. S23

I have learnt lots of things that I will use in my teaching in the future. The lessons were interesting, funny and interesting for me. ... Every lesson added some things to me that I will use them in every field in my life. S11

When I examine what we did in this term, I can say that I improved myself in communication thanks to your inputs. ... We had many lectures which we'll use in all parts of our life as the communication is everywhere in our life. Also it's very important

for the quality of our future job. The more we learn and use them, the better teacher we will be in the future. S4

4.3 Conclusion

Communication is the ability to share information with people and understand what information and feelings are being conveyed by others. Communicating effectively is the basis of education; therefore, it is central to the teaching process. There are two basic players of the teaching-learning process: teachers and students. It is believed that if both sides use their communication skills effectively in the classroom atmosphere, this process would be more beneficial and successful. There are many studies supporting this view (Arends et al., 1998; Hurt, Scott & McCroskey, 1978; Nacino-Brown et al., 1982).

There are many characteristics that a teacher should possess in order to provide an effective and energetic atmosphere and using communication skills appropriately and effectively is among them. However, unfortunately there are quite a many teachers who are not able to do so. In this study, it is hypothesized that most language teachers are not able to use their communication skills effectively in their classrooms. This hypothesis is verified by the results of the “Teacher Communication Behavior Student Questionnaire”. The results indicate that out of eleven teachers, only one teacher is found to be successful communicator.

In this study, it is also hypothesized that with a well-defined, sound syllabus it is possible to develop pre-service language teachers’ communication skills. In other words, it is believed that with the help of this suggested syllabus, the pre-service teachers will be able to use their body language more effectively, and will develop their speaking, listening and writing skills. This view is corroborated by the results obtained from pre- and post-tests and supported by the comparison of the mean scores of experimental group and the other group that was trained in line with the previous syllabus. The results revealed that there is a significant difference between the pre- and post-tests which means that this suggested syllabus has fostered the pre-service language teachers’ communication skills. When the results are compared, they are found to use these skills better than the other group.

Other data collection instruments are used to find the answer to the research questions. For example, instructional communication topic survey and effective communication skills course instructor survey are used to find out what instructional communication issues to include in the syllabus. Effective communication skills course instructor survey is also used to see the communication problems pre-service language teachers suffer from. The questionnaires “Do you communicate positively?” and “Communication skills inventory” are used to find an answer to the second research question- “How do English language teachers, working in high schools, feel about their existing communication skills?” All in all, the instruments used verified the hypothesis of the study and helped to collect necessary data to support the need for a well-defined and sound syllabus in the department. In the next chapter, the modules of the suggested syllabus are given in detail.

CHAPTER 5

SUGGESTED SYLLABUS FOR THE “EFFECTIVE COMMUNICATION SKILLS” COURSE

Instructor: Deren Başak AKMAN YEŞİLEL

Office location: C-119- Türk Kültürü ve Hacı Bektaş Veli Araştırma Merkezi

Office hours: Wednesday 10:00- 12:00

Phone: 202 84 59- 222 70 16

e-mail: dbasak@gazi.edu.tr

Time: This course will be offered for 15-week-period and is a 3 credit undergraduate course. Modules will be completed approximately one per week.

Course Description

This course is designed to introduce students to basic concepts, principles, and skills employed in effective classroom communication and instruction. It concentrates on developing and understanding methods for teaching and developing competency in instructional communication as well as interpersonal communication. The course is made up of reading, discussion, exercise, and project components.

Course objectives

The general objective of this course is to make you a more competent classroom communicator. Specifically, the course is designed to increase the probability that you will become a language teacher who understands and contributes to effective classroom communication and instruction.

After you complete this course, you will be able to do the following:

1. Be aware of characteristics of effective communication.
2. Define interpersonal and instructional communication
3. Communicate effectively in the classroom environment.
4. Establish a positive classroom environment.
5. Manage conflicts in the classroom effectively.
6. Have the necessary skills to be able to generate and lead classroom discussions.
7. Enhance teaching behaviors through clarity, immediacy, and communicator style.

8. Know ways to manage culturally diverse classrooms.
9. Identify and practice effective communication techniques in different contexts.
10. Express ideas through appropriate forms of written and spoken language.

You will have knowledge of:

1. Characteristics and qualities of effective teachers especially language teachers
2. Communication skills in speaking, listening and writing.
3. Effective skills of interpersonal communication with pupils, teachers, and school administrators.
4. Effective classroom management skills/techniques.
5. Instructional strategies appropriate to developmental level of student, and specific content areas.

Course Requirements and Grading

1. Attendance and Reading:

Attendance is required for this class. This is an interactive course, which requires each participant's involvement.

You are expected to get the copies of the materials from the copy center and read assigned materials prior to class and be prepared to discuss what you have read. Discussion is a major component of the course. I will expect you to do the following in your discussion:

1. show knowledge of what you read;
2. argue effectively for your positions;
3. contribute to a lively discussion;
4. respond to the comments of others.

You are also expected to keep all your documents and assignments in a portfolio throughout the semester and submit it to your instructor at the end of the sessions so that they will be used in your final grading.

2. Reflection Journal

You are supposed to reflect on your reading and on what you have learned in class. You will write and submit weekly reflections. Keep a learning journal in which you reflect on your reading and on the classroom experience. For example: What did I learn? How did I learn it? Was I always involved? Was I ever disconnected? When?

Why? How did I respond to the classroom activities? Is there something I still don't understand? Is there anything I would like to pursue, learn more about or try? What did I learn about me as a learner? What did I learn about me as a teacher?

Be prepared to share journal insights in class.

Final Paper

Write a 2-3 page typed 1.5 spaced paper that synthesizes material from the entire semester. You must include information from the course in your paper. As you read during the semester, continually keep this paper assignment in mind and look for connections of the material across areas.

3. Article summary

- a) Choose two articles about communication skills in class and write down the titles on the chart given.
- b) Write the summaries of those articles. Your summaries should include the contents as well as your own comments about the issue.
- c) A copy of the summary should be distributed to the whole class.
- d) Do not forget to put the copies of the articles in your portfolios.

4. Presentation

You are going to present on a topic related to the field of Language Teacher Education, ELT methodology, or Effective Communication Skills

- a) Select a topic about the subjects given above and inform your instructor.
- b) Research the topic using at least six (6) resources.
- c) Prepare an abstract, a brief outline and bibliographic information with your name and date of presentation included.
- d) Make a 15 minute power point presentation in class on the assigned day.
- e) Make your presentation as interactive as possible paying attention to your tone of voice, body language and other issues you learn in this course.

5. Peer and self evaluation

The assignment of this project assumes there is some value in (1) observing your own classroom communication, (2) conducting a self evaluation, (3) receiving constructive feedback and (4) learning how to give constructive feedback to others.

You will review a video of your own and a classmate's communicative activities in the classroom (at least 20 minutes) and do a written critique of them. Please videotape your class to complete self-evaluation paper—you must turn in your videotape as part of the assignment.

You are to type self- and peer-critique in which you discuss what teaching/communication strategies are used effectively by giving examples and what improvements could be made by giving examples to support this claim. Each evaluation should be 2-3 pages (typed 1.5 spaced) and include a focus on:

- Instructional Techniques- content, structure, use of examples
- Presentational Skills- rate, volume, eye contact
- Classroom Management-preview of material, transitions between topics, addressing questions regarding assignments, time management
- Classroom Climate

The following guidelines will be used to establish the final grade for this course:

Presentation	30%
Reflection Journal (+Final paper)	15% + 5%
Article summary	10%
Peer Evaluation (10 % self; 10% peer)	20%
Other assignments given	10%
Class participation	10%
Total	100pts

Suggested References:

- Chesebro, J. L. & McCroskey, J. C. (2002). **Communication for Teachers**. Boston: Allyn & Bacon.
- Civikly, J. M. (1997). **Classroom Communication: Principles & Practice**. New York: The McGraw Hill Companies.
- McCroskey, J., Richmond, P. V. & McCroskey, L. L. (2006). **An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training**. Boston: Pearson.
- Richmond, V. P., Wrench, J. S. & Gorham, J. (2009). **Communication, Affect & Learning in the Classroom** (3rd ed.). Available online: <http://www.cios.org/readbook/cal/cal.pdf>

Suggested Course Schedule

Week 1 (28 Sept- 2 Oct.): Introduction to the Course/ What Makes a Good Language Teacher

We will discuss the key aspects of the syllabus as well as the major assignments of the course. We will also discuss the format of the course and begin to define the characteristics and qualities of effective (language) teachers.

Week 2 (5 Oct. - 9 Oct.): What is communication?

Week 3 (12 Oct- 16 Oct.): What is communication? (Continues for two hours)/ Nonverbal Communication

Week 4 (19 Oct-23 Oct.): Nonverbal Communication

Week 5 (26 Oct-30 Oct.): Verbal communication (Writing skills)

Week 6 (9 Nov. 13 Nov.): Verbal communication (Presentation skills, Active listening)

Week 7 (2 Nov. 6 Nov.): Presentations

Week 8 (16 Nov. - 20 Nov.): Communication styles (Teacher Communicator Behaviors That Build Affect-Clarity, Immediacy and Humor)

Week 9 (23 Nov. - 27 Nov.): Communication styles (Continues for an hour)/ Instructional Communication Strategies (Lecture, discussion, group work)

Week 10 (30 Nov. – 4 Dec.): Instructional Communication Strategies (Lecture, discussion, group work) Continues for an hour)/Communication apprehension (Classroom anxieties and fears)

Week 11 (7 Dec. – 11 Dec.): Midterm

Week 12 (14 Dec. - 18 Dec.): Classroom management (Managing misbehaviors) and conflict management

Week 13 (21 Dec. - 25 Dec.): Conflict management (Continues for an hour)/ Intercultural communication

Week 14 (28 Dec. - 1 Jan.): Intercultural communication

Week 15 (4 Jan- 8 Jan.): Communicating with parents and administrators / Overall evaluation of the course

Final exam (18 Jan. – 22 Jan.): Power point presentations and portfolios

☺ ☺ ☺ **I LOOK FORWARD TO A GREAT SEMESTER TOGETHER!** ☺ ☺ ☺

*** Make up classes will be arranged for the missing classes because of holidays

EFFECTIVE COMMUNICATION SKILLS COURSE MODULES

MODULE 1: What Makes a Good Language Teacher?

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3 hours
Prerequisites	None
Teaching Methodology	This course is delivered by in-class lectures, group discussion, individual and group activities.
Materials, Resources and Technology	- Kalebic, Sanja Curkovic. 2005. "Towards the Development of Standards in Foreign Language Teaching Preparation". Available online: http://www.atee2005.nl/download/papers/05ab.pdf. (01.10.2009). - Martin, David. How to be an Effective EFL Teacher. Available online: http://www.eflpress.com/teacher/writing_teacher.html(14.01.2009) - Prodromou, L. (1994). "The Good Language Teacher". in Kral, T (ed). Teacher Development: Making the Right Moves. Selected articles from English Teaching Forum (1989-1993) pp.18-33, Washington D.C., English Language Program Division United States Information Agency. - "New Jersey Professional Standards for Teachers" Available online: http://www.state.nj.us/education/profdev/profstand/standards.pdf.(01.10.2009) - Quick Tips to Help English Language Learner (ELL) Students in the Classroom. Available online: http://www.nelson.k12.va.us/HighSchool/users/ktucker/Tips%20to%20Help%20English%20Language%20Learners.htm . (22.03.2009). - "Standards and Accreditation in Teacher Education in Turkey" Available online: www.yok.gov.tr/english/acr2/a3/

	app3.html. (01.10.2009) • Handouts for students
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Develop an understanding of the profession as an English teacher - Reflect on the qualities of a good English teacher should possess - Demonstrate an awareness of the basic requirements that will qualify themselves as a good English language teacher

Instructional Procedure

1. Introduction to the course

Both the learners and the instructor introduce themselves. The instructor draws a circle on the board and writes something about herself and expects learners to guess what they are all about. This would be an effective way to introduce oneself rather than just telling the name since it may take the attraction of the learners.

2. Course instructor hands out the syllabus and explains both what the learners are expected to learn at the end of this course and what the requirements of this course are. Moreover, the pre-service language teachers are asked to tell their expectations from the course and the instructor.

3. The instructor asks learners some metaphors about teachers and lists the answers on the board.

4. Teacher metaphor poem by Bonnie Dodge is given to the learners and they are asked to read it (www.angelfire.com/mi/pattern/teacher.html).

(Act. 1) T-Read the following poem and try to make a list of features shared by a teacher and a gardener. For example, a gardener puts the flowers in such a place so that they can get enough sun light while a teacher enlightens her students with her knowledge.

Teacher - Metaphor Poem

By *Bonnie Dodge*

A teacher is a gardener,
bubbling with enthusiasm
when the new flower seeds arrive,
eager to see them sprout.
Lovingly she coaxes the tender shoots
with stimulating ingredients and a warm environment.

With utter delight,
 she marvels at the speed with which the seeds
 develop into hardy seedlings,
 and she vows to nurture them
 until they reach their full potential.
 When the young plants are thriving,
 she tenderly transplants them to a new place
 where their beauty can be appreciated
 by more than just herself.
 Some may wither,
 but most survive.
 Strong and healthy,
 they spread their roots
 and claim new territory.
 As the seasons ebb and flow,
 the mature plants render their seeds
 and the cycle begins again.
 A teacher is a gardener in the cycle of life.

Similarities shared by a teacher and a gardener

- 1.
- 2.
- 3.

Now read the poem again and try to understand it in detail.

(Act. 2) T- There exist quite a number of metaphors to describe the role played by the teachers during the instructional process. We have already listed some of them on the board. Now get into pairs and discuss these metaphors with your partner to find out what bearing it has on your understanding of a teacher's role. Please add as many metaphors as possible to the list that have not been mentioned so far. Choose a metaphor that best describes how you feel about a teacher's role.

Metaphor	Teacher's role
Social worker	The teacher stays behind after the class and discusses one of the student's personal problems which is affecting his/her work
Candle	
Engineer	
Walking dictionary	
Actor/actress	
Informant	

Counsellor	
Manager	

(Act. 3) The story of my favorite English teacher

T- Work in groups of four. Recall all the language teachers you have encountered in middle schools and high schools and choose the favorite English teacher among them. Share stories of your favorite teachers with the group members.

Your account should at least contain the following elements:

1. When did s/he begin to teach you and how many years had he/she taught you English?
2. What did s/he normally do in or out of his/her language classroom to help you to learn English?
3. What qualities in him/her impress you most and make this teacher unforgettable?

(Act.4) What makes a good English language teacher? (Classroom discussion)

T- Get into groups of five and discuss the following question: What are the ways to be an effective EFL teacher or what characteristics should we possess to be an effective EFL teacher? Compare your ideas with the ones given in the article entitled “The Good Language Teacher”. You can also make use of the ideas given in the following articles: “How to be an Effective EFL Teacher” by David Martin and “Quick Tips to Help English Language Learner (ELL) Students in the Classroom”.

T- Share your ideas with your classmates and let’s make a list on the board to decide *top five* basic qualities that a good language teacher should possess.

e.g. well-prepared flexible humorous disciplined speaking clearly

have good knowledge of grammar friendly patient authoritative

T- These characteristics can be broadly categorized into three classes, i.e., *linguistic competence, personality and pedagogical skills*. Try to regroup the adjectives you have listed in terms of three classes. Some other classes may be suggested if you find the adjectives can hardly fall into these three categories.

1. Linguistics competence

2. Personality

3. Professional qualities

(Act.5) T- Think of the characteristics again and make a self-assessment to see whether you have the potential of becoming a good language teacher. Try to evaluate yourself in terms the three dimensions. The numbers going along with each dimension indicate

your confidence in this particular dimension. 1 stands for *least confident*, while 5 stands for *most confident*.

Circle the number in accordance with your own case.

1. <i>Linguistics competence</i>	5	4	3	2	1
2. <i>Personality</i>	5	4	3	2	1
3. <i>Professional qualities</i>	5	4	3	2	1

(Act.6) T- There are a number of competencies that student teachers should acquire throughout their training to use after graduating from teacher training programs. You have two handouts: one of them is “Standards and Accreditation in Teacher Education in Turkey” developed by the Higher Education Council (HEC) and the other one is “New Jersey Professional Standards for Teachers” (See Appendix 10). Before we examine the details, let’s think about the following questions:

- Do we need to establish standards for teacher education?
- What are the competencies (skills and behaviors) that prospective teachers should have?
- Can we categorize them somehow?

T- Now please take a look at those two documents. Then, get into pairs and discuss the similarities and differences (if any) you have observed in them. (Whole group discussion at the end)

“Standards and Accreditation in Teacher Education in Turkey”

A list of teacher competencies applicable to teacher training programs in Turkey. It is developed by the HEC. They are applicable to all subject areas.

1. Competencies related to subject area and subject area teaching
 - 1.1 Knowledge of subject area
 - 1.2 Knowledge of subject area teaching
2. Competencies related to teaching and learning
 - 2.1 Planning
 - 2.2 Teaching process
 - 2.3 Classroom management
 - 2.4 Communication
3. Evaluation and recording student learning
4. Other professional competencies
 - 4.1 To perform the teaching task in conformity with the aims and principles of the Turkish National Education System
 - 4.2 To be aware of professional rights and responsibilities set by laws and regulations
 - 4.3 To be receptive to professional advice and criticism
 - 4.4 To evaluate himself professionally, and improve his subject knowledge continuously

- 4.5 To participate in school activities such as meetings, in-service training, materials preparation, and other activities concerning the school generally
- 4.6 To be a good example in his/her professional and private life
- 4.7 To be devoted to and enjoy the profession

“New Jersey Professional Standards for Teachers”

- 1. Subject Matter Knowledge
- 2. Human Growth and Development
- 3. Diverse Learners
- 4. Instructional Planning and Strategies
- 5. Assessment
- 6. Learning Environment
- 7. Special Needs
- 8. Communication
- 9. Collaboration and Partnerships
- 10. Professional Development

Assignment	Profile of a good/bad language teacher T- Write down an essay about the profile of a good and/or a bad language teacher. Keep this essay into your portfolio. It will be evaluated at the end of the term for the final exam. <i>A good/bad English language teacher is -----</i> ----- ----- -----
-------------------	---

MODULE 2: What is Communication?

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3+2 hours
Prerequisites	None
Teaching Methodology	Power point presentation This course is delivered by in-class lectures, group discussion, individual and group activities.
Materials, Resources and Technology	Beebe, S. A., Beebe, S. J., Ivy, D. K. & Watson, S. (2005). Communication: Principles for a Lifetime. Toronto: Pearson. Berko, R. M., Wolvin, A. D. & Wolvin, D. R. (2004). Communicating. Boston: Houghton Mifflin Company. Chesebro, J. L. & McCroskey, J. C. (2002). Communication for Teachers. Boston: Allyn & Bacon. Civikly, J. M. (1997). Classroom Communication: Principles and Practice. New York: McGraw-Hill Companies. Hybels, S. & Weaver, R. (1995). Communicating Effectively. New York: McGraw-Hill Inc. McCroskey, J. C., Richmond, V. P & McCroskey, L. L. (2006). An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training. Boston: Pearson Education. http://searchwarp.com/swa10270.htm http://www.giveatry.com/communicationskills.php http://www.only-effective-communication-skills.com/communication-skills-for-teachers.html http://www.selfgrowth.com/articles/7_Golden_Rules_of_Communication.html http://www.uky.edu/~drlane/capstone/welcome.html • Handouts for students

Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Explain communication needs and relate them to their life - Define communication and effective communication and explain it as a process - Identify the elements of communication - Identify six C's of communication - Explain the models of communication (Linear, interactional & transactional) - Describe the types of communication - Define and be able to explain interpersonal and instructional communication - Discuss the ways you can improve your own communication skills - Define some other key concepts such as communication competence and immediacy - Explain principles of communication as well as some misconceptions about communication - Analyze golden rules of effective communication - Express the reasons of communication breakdowns - Identify common classroom communication problems and suggest ways to overcome them.
--------------------------	--

Instructional Procedures

T. asks questions about the previous class and clarifies the points that are misunderstood or not understood.

This class is based on teacher's lecture supported with visual aids, power point presentation and classroom discussions. The learners are quite distant from the theoretical background of the subject area. Therefore, to be able to establish the theoretical background for the students, the information is gathered from a variety of sources and given to the students before the class (a week ago) so that they can read the materials at home and have some slight ideas about the issue. The students' and the instructor's questions will lead the class.

The instructor writes down a few questions on the board to lead the discussion.

- What is communication?
- What are the elements of communication?
- Are you a competent communicator?
- What is communication competence?
- What are the criteria for assessing communication competence?
- How can people communicate effectively?

After each question is discussed, the instructor provides students with some theoretical information.

What is communication?

Communication is the KEY that unlocks all the doors:

Communication is the KEY to getting cooperation with your students.
 Communication is the KEY that allows us to feel understood.
 Communication is the KEY for resolving conflicts between teachers and students.
 Communication is the KEY to let students know what your needs are and how best to meet those needs.
 Communication is the KEY to fewer conflicts in the classroom and in the playground.
 Communication is the KEY to building self confidence and self esteem.
 Communication is the KEY to feeling listened to by your students.
 Communication is the KEY to mutual respect in the classroom.
 Communication is the KEY to less resistance & more cooperation.
 Communication is the KEY to everyone feeling safe to be themselves.
 Communication is the KEY to more fun for everyone in the classroom.

“Communication is a process by which **information is exchanged** between individuals through a common **system of symbols, signs, or behavior.**” (Webster, 1983:266)
 Communication is the term to refer to the process by which one person **stimulates meaning in the mind of another** through **verbal** and/or **nonverbal** messages.
 “The management of messages for the purpose of **creating meaning.**”

COMMUNICATION COMPETENCE

“Communication competence is the degree to which a communicator’s **goals are achieved through effective and appropriate interaction.**”

Spitzberg (1988) defined communication competence as “the ability to interact well with others” (p.68). He explains, “the term ‘well’ refers to **accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness**”(In Lane, 1994).

Communicative competence is measured by determining if, and to what degree, the goals of interaction are achieved.

Communicative competence is “the degree to which individuals perceive they have satisfied their goals in a given social situation without jeopardizing their ability or opportunity to pursue their other subjectively more important goals”.

Communicative competence is **dependent on the context in which the interaction takes place.** Communication which is successful with one group in one situation may not be perceived as competent with a different group in another situation.

SIX CRITERIA FOR ASSESSING COMMUNICATION COMPETENCE

1. *Adaptability (flexibility):*

The ability to change behaviors and goals to meet the needs of interaction

2. *Conversational Involvement:*

Cognitive involvement demonstrated through interaction behaviors

3. *Conversational Management:*

How communicators regulate their interactions

Who controls the interaction ebb and flow and how smoothly the interaction proceeds

4. *Empathy*

The ability to demonstrate understanding and share emotional reactions to the situation

5. *Effectiveness*

Achieving the objectives of the conversation and personal goals

6. *Appropriateness*

Upholding the expectations for a given situation

7 GOLDEN RULES OF COMMUNICATION

Golden Rule No. 1:

It's not about you! What someone else says or does to you is never about you! **Don't take what another person says personally!** Look for the deeper, underlying meaning of the communication. What is the other person's need?

Golden Rule No. 2:

Listen - Listen - Listen! Many people think that communicating is mostly about telling other people about yourself. The most important part in communicating is listening. Listening is not just waiting for your turn to speak. By listening actively you show the other person you care. It is one of the greatest gifts you can give another person.

Golden Rule No. 3:

Don't treat an assumption as a fact! People often have an idea about what they think is going on for the other person and don't think for a moment to check their assumption out. Don't act upon the story you have made up in your head. Most people are convinced that their evaluation of an incident is right.

Golden Rule No. 4:

Be clear when you ask for something. Remember, the other person is not a mind-reader.

Golden Rule No. 5:

Focus on what you want! Be mindful of how you express your wishes and your requests. A mistake often made is that people express their wishes in negative forms and then expect the other person to know what they want.

It is surprising how often people talk about the things they don't want rather than saying what it is they want.

Golden Rule No. 6:

Making "I-statements!" Making "I-statements" is the bread-and-butter of communication skills. Yet it is astounding how many people don't follow that rule.

Golden Rule No. 7:

Learn about yourself! When we communicate with another person we can be influenced by our personal experiences.

PRINCIPLES OF COMMUNICATION

Principle 1: Communication is inescapable

Communication is everywhere. Even before we are born, we respond to sounds and movements around. The process of communication starts with our first cry and continues until we die. Communication with others plays an 'ever-present' role in our life. Even when we silently wait in a line avoiding eye contact with others, we keep sending messages. That is we are not willing to communicate or start a conversation.

Principle 2: Communication is irreversible

The Russian proverb "Once a word goes out of your mouth, you can never swallow it again" summarizes this principle. Communication gains a physical property once it is created and it cannot be uncreated.

Principle 3: Communication is a process in constant change

The phrases "A man can never step into a river in the exact spot twice" and "You can't stop the time" characterize this principle. Change and the passage of time are unavoidable and unstoppable.

Principle 4: Communication is a system of rules

When we communicate, we follow a set of rules that provides order for interaction. Most of the rules are embedded in our culture and discussed verbally rather than written in a rulebook. We generally are not aware of these rules unless they are violated. For example, when we ask a question, we expect an answer or when somebody speaks, others are expected to be listening. Teachers may have both explicit and implicit rules. They spell out their explicit rules in their syllabus. There are also other rules that are more implicit. They are not written or verbalized because the students are expected to learn these rules long ago such as only one person speaks at a time or raise your hand to speak, and so on. Communication is systematic. Without structure there is only chaos and there cannot be flexibility.

Principle 5: Communication messages are both verbal and nonverbal

The verbal message is formed through the language that is to say, through the words and phrases we use to communicate. Moreover, we also create nonverbal

messages when we speak by using different tones, accent, style, and so on. Nonverbal aspects of the message help a person how to interpret the verbal part of the message.

Principle 6: Communication messages can be intentional or unintentional

Communication can be both intentional and unintentional. This principle hints at one of the negative aspects of teaching. You may never know if you had an impact on a student in your class. This principle is also important while presenting information to a group of students since these students may interpret your intended message in many different ways.

Principle 7: Every communication message has a content and relationship level

When we speak we do two basic things: 1) we give information to someone and 2) we tell the listener how we view our relationship with him/her. The first aspect is known as the *content* level of the message. The content of the communication messages focuses on the new information, ideas or suggested actions that the speaker wishes to share. The second aspect is known as the *relationship* level or affective and feeling dimension. This aspect offers cues about the emotions, attitudes, and amount of power and control the speaker feels towards the other. What you say (the words) and how you say it (tone of voice, amount of eye contact, facial expressions, etc.) can reveal much about the true level of your message.

For example, when a teacher says “Stop wasting time and finish your project!”, the content level of the message indicates the completion of the projects while the relationship level shows teacher’s impatience and attempt to control (Beebe et al., 2005; Civikly, 1997).

Principle 8: Communication involves different levels of implication

One of the basic functions of communication is that it reduces uncertainty and increases knowledge. There are three levels of information (cultural, sociological and psychological) provide for predictions about communication with others.

The cultural level information refers to outward appearances such as physical size, gender, race, and so on. Since this information is limited it does not have high accuracy. At the sociological level the information is increased by knowledge about the person’s relationships at work and within social groups. At that level the accuracy rate for predictions increases. The psychological level is the one that provides the most accurate prediction. The information is quite detailed and you become aware of the person’s individual needs, personality, and motivations for behavior.

Principle 9: Communication is transactional

Communication is a dynamic process for both the sender and the receiver. When two people communicate, they receive and send the message simultaneously. Listeners provide messages as they listen and speakers take in information when they speak.

Principle 10: Communication process involves mutual influence

The way others respond to us affects the way we act. In a classroom atmosphere, a teacher must be aware of the students’ reactions and pay attention to the messages sent by them. For example, considering the reactions of the students a teacher may slow down or repeat some important issues.

Principle 11: Communication occurs in a context that influences the process of communication

Context in which the interaction takes place influences the communication process. The context includes the people, the physical environment, climatic features, time, and the event taking place, the communication goal, the culture in which the communicators are steeped. All these factors affect the way communication takes place, the amount of information as well as its intimacy, and acceptance of communication from others.

COMMUNICATION CONCEPTIONS & MISCONCEPTIONS

Misconception One: Words Have Meaning

The idea that meanings are in words is probably the most commonly held misconception about communication. The most serious problem with this notion is that it can lead a teacher to believe that by giving students words, he or she has communicated to the students the meanings he or she has intended for the words. What a particular word means to you may not be what it means to someone else. No two people share precisely the same meanings for all words, because no two people share exactly the same background and experiences.

Misconception Two: Communication Is a Verbal Process

When most people think of communication, they think of words, either written or spoken. This verbal focus is reasonable, given that our educational system stresses it from kindergarten through college. Communication is not just a verbal process. Communication is a verbal and nonverbal process. What we say is important, but often how we say it is of much greater importance. Verbal and nonverbal messages often serve different but highly complementary functions.

Misconception Three: Telling Is Communicating

Many people believe that simply saying or telling something is communicating it. Telling is only half of communicating, at best. As teachers, we expect our students to remember something just because we announced it in class. Students are not sponges. They hear or read our messages, interpret them, evaluate them in light of their own experiences and needs, and record in their memories what our messages mean to them. Telling does not take into account that the meaning a student assigns to a teacher's messages is determined by the student's background and experiences.

Misconception Four: Communication Will Solve All Our Problems

Each of us has been told by someone that to solve a problem with someone else, all we need to do is communicate with her or him. Communication is viewed by many people in contemporary society as the sure cure, the magic potion, for whatever ails us. Communication can either create or help solve problems. Communication during the heat of a conflict increases the conflict; it does not resolve it.

Misconception Five: Communication Is a Good Thing

Communication is not good, nor is communication bad. Communication is a tool. Like any other tool, communication can be used for good or for bad outcomes. By analogy, communication is like many drugs. Used properly, the drug may save our lives. Used improperly, it may kill us. Simply getting people to communicate with one another does not necessarily mean that good things will occur as a result.

Misconception Six: The More Communication, the Better

The more a person talks, the more positively the person will be viewed by others. Research has indicated that talkative people are perceived to be more competent, friendlier, more attractive, more powerful, and better leaders than less talkative people. Quality is more important than quantity.

The more-is-better misconception leads to many problems in schools. When teachers receive more messages than they can handle, they often are unable to sort out what is important from what is unimportant. Hence, the tendency is to ignore most of the messages received. Overload leads to chaotic choices of what messages will be processed or retained. Thus, the more-is-better misconception can lead to more communication but less learning. It would be far better for teachers to recognize that the quality of their communication with students is the real concern, not the quantity.

Misconception Seven: Communication Can Break Down

When people use the “breakdown” terminology, they usually are suggesting that communication was unsuccessful and has been terminated. In most cases, however, neither of these things has occurred. Often, the communication has been highly successful. The two people fully understand each other; they just do not agree. One may have tried to change the other’s mind and failed, but communication did occur. While the two people may have stopped talking to each other, this does not necessarily mean that communication has stopped. The absence of talk often communicates more than talking itself. “One cannot not communicate.”

Misconception Eight: Communication Competence Equals Communication Effectiveness

Effectiveness and *competence* are two words that are in the working vocabularies of most English-speaking adults. Competence relates primarily to cognitive understanding. Competence is not so easily determined. Competence has to do with knowing what needs to be done. Effectiveness is fairly easily determined by observing a person’s behavior. Effectiveness has to do with outcomes. Knowing how to do something right, even doing it right, does not guarantee that desired outcomes will occur.

BARRIERS TO EFFECTIVE COMMUNICATION

1. Inadequate verbal communication skills:

If the source is inadequate in verbal communication skills, s/he is limited in her/his ability to translate his thoughts, ideas or intentions into a message that would elicit the response he desires. Similarly, deficiencies in the receiver’s verbal skills will affect the way he gives meaning and consequently the way he reacts or responds to it. The communication breakdown will emerge if the receiver fails to understand the message or some portion of it.

2. The problem of meaning:

The same word may mean something different to the people depending on their experience, background knowledge, the way they think, and their verbal communication skills level. No two people can have the same meaning for anything unless they have a similar experience or expected to have similar experiences.

3. Contradicting verbal and nonverbal messages:

If the verbal and nonverbal messages are not consistent with each other then, a feeling of confusion emerges. e.g. 'I like your dress'. Basic cultural differences in nonverbal behaviors cause misunderstandings among different races. e.g. eye contact

4. Noise:

In the classroom, students may create unnecessary noises by tapping their desks with their pencils, dragging their chairs or coughing. Noise will distract receivers from listening and will disrupt the source's thought causing him to pause in this speech or to stop because he has forgotten what he was saying.

COMMON CLASSROOM COMMUNICATION PROBLEMS

1. Quietness

Ideal classroom learners are seated in neat rows facing the instructor, who is talking or writing on the chalkboard. Quietness is not central to a good learning environment. This is not to say that students are screaming at the top of their lungs, running all around the room, throwing things at one another, and jumping on desks is preferable. Too often people think these are the only two options available.

Students need to talk to overcome confusion or misunderstanding. Students need to talk and move to relieve tension and stress. Children learn communication by communicating. Communication skills are inadequately taught both in the home and in school. Hence, children must learn most of their communication skills through trial and error.

2. Class and Group Size

As size increases, attention to any one member decreases. There is only so much attention to go around. Thus, the more people there are in a class, the less attention a teacher can give to any one student. Consequently, the teacher will obtain less psychological-level data about each student and is less able to adapt communication to each individual.

As size increases, average amount of talking decreases. In larger classes, teachers tend to take up more of the talk-time. While this is not preferred by many students, some will actually learn more in such a course. These are the students who are afraid to speak up in class. In smaller classes, they are constantly worrying about being forced to talk and cannot concentrate on learning what is being taught. In larger classes, they can relax and concentrate on what is being said, knowing that no one will harass them into talking.

Large groups tend to break into small groups. If students are allowed to choose their own groups, they will almost always retreat to their cliques, and some students will be hard-pressed to find a group that will accept them. It's much better for the teacher to assign members to groups, so that everyone will be included, and to try to avoid placing students in a clique that is likely to ignore or reject them.

Groups tend to spontaneously generate leaders. If the teacher is using group activities to facilitate learning rather than just to fill time, he or she should make certain that serious students are appointed as group leaders. Otherwise, the more verbal students, who are sometimes less than fully motivated toward learning goals, will take charge of the groups.

3. Improving Listening and Retention

1. *Be redundant.* It is necessary to repeat it, as the student may not have heard what you said. To be redundant is to explain the same thing in more than one way. Conscientious teachers know that any given student does not always learn things the same way another student does.

2. *Use chunking.*

THEYELLOWCHICKEN	THE YELLOW CHICKEN
233437813	233 43 7813
13042933905	1 304 293 3905

Chunking involves breaking information into smaller, more manageable units. In the basketball example we used earlier. Breaking information down into more manageable units may take a bit longer, but the amount learned will increase so much that it will be well worth the time.

3. *Highlight important information.* Sometimes students do not learn important information because they do not know what is important to know.

4. *Organize the information.* The teacher needs to have some reasonable organizational pattern for the information that is to be presented. This pattern should not be a secret. The students should be helped to recognize the pattern being followed.

5. *Present information well.* Teachers who present information well will draw attention to that material. Teachers who are dynamic and immediate will have a positive impact on their students' attention and learning.

6. *Focus on feedback.* Feedback is a major factor in communication in the classroom. Teachers who attend to nonverbal as well as verbal student feedback are much better able to identify and adapt to those who have trouble understanding or retaining information taught in a class.

4. Feedback

Positive Feedback

Positive feedback is the type that tells the teacher everything is going well. Positive nods of the head, smiles, and direct eye contact all signal the teacher that the students are with her or him.

Negative Feedback

It signals to the teacher that something, or many things, are not right. Students looking away, frowning, and shaking their heads are signs that the students are not following or not agreeing with what is being said.

Absent Feedback

In some instances, students simply sit quietly and provide few responses that could be interpreted as either positive or negative. This absence of clearly interpretable feedback is frequently interpreted by teachers as negative. In fact, this behavior is not necessarily an indication that anything is particularly wrong.

COMMUNICATION MODELS

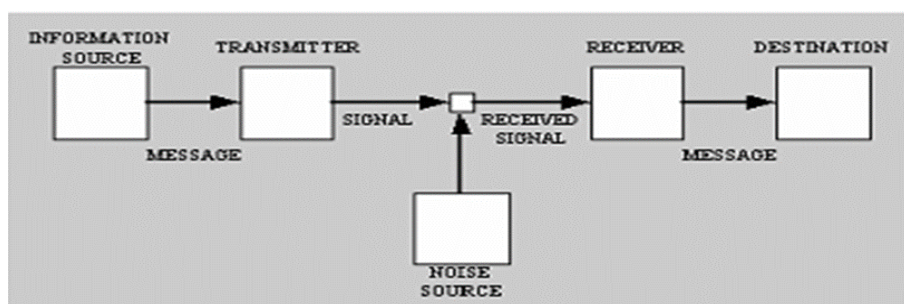
1. LINEAR MODEL

This model is one-directional. A source encodes a message and sends it to a receiver through one or more sensory channels. The receiver receives and decodes the message.

e.g.

A: “Put the book on the table when you are done.” (goes out of the room)

B: (has a stack of books in front of her) ?????



2. INTERACTIONAL MODEL

This model uses the same elements as the linear model but adds feedback. It is two-directional. A source encodes and sends a message to a receiver. The receiver receives and decodes the message and then encodes feedback and sends it back to the source.

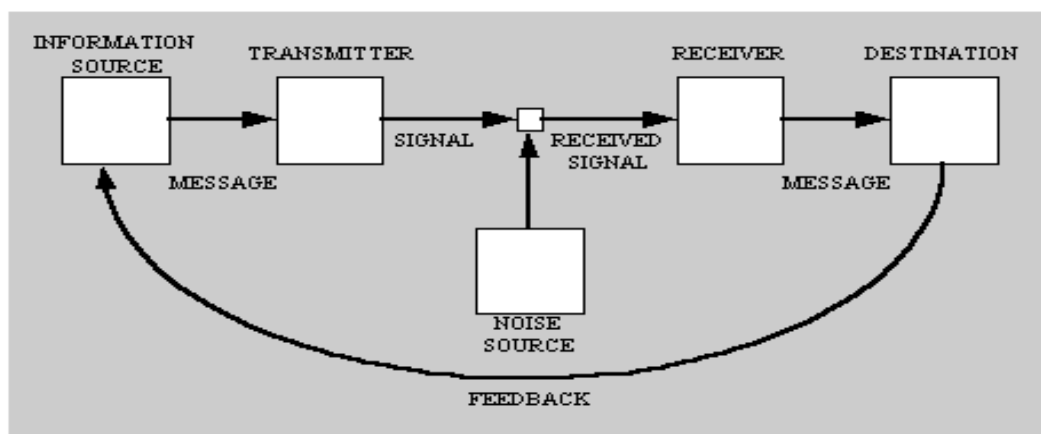
“For every action there is a reaction”

e.g.

A: Please hand me the book.

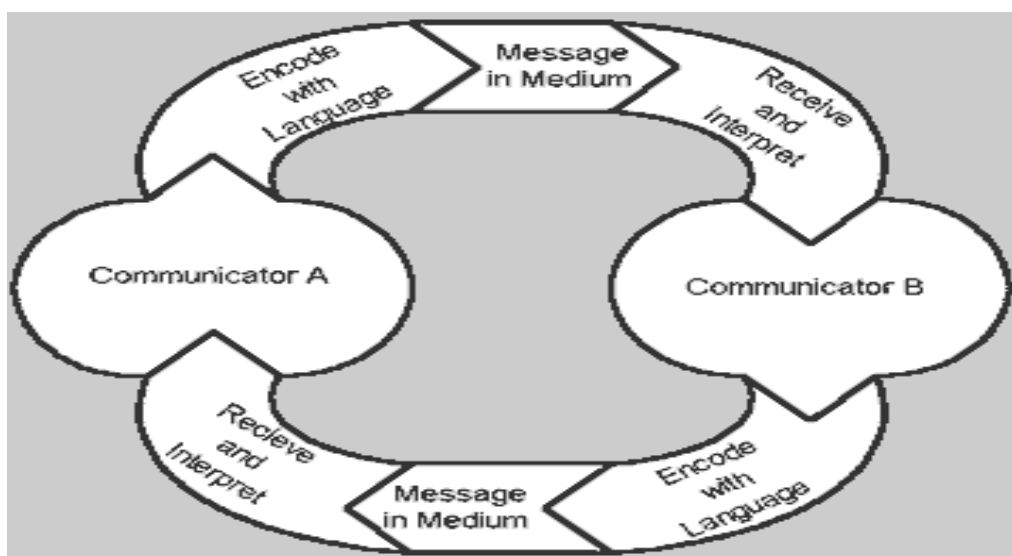
B: Which one?

A: The red one on the top of the pile.



3. TRANSACTIONAL MODEL

In this model the source and receiver play interchangeable roles throughout the act of communication. The communicators simultaneously process messages. They assume the roles of encoder and decoder in the transaction. Most scholars view it as the most realistic model for communication.



(Foulger, 2004)

THE INSTRUCTIONAL COMMUNICATION PROCESS

Source

The source is the person who originates a message. In instructional communication, the primary source is the teacher, although students also initiate messages.

Encoding

This is the process by which teachers prepare messages that they believe will lead to the achievement of their specific objectives. The process includes (1) creating the messages, (2) adapting the messages to the students, and (3) transmitting the messages.

Messages

Messages are verbal and nonverbal behaviors that have the potential to stimulate meanings in people's minds.

Channels

Channels are the means by which messages travel from sources to receivers. The basic human senses can serve as channels. Sound waves and light waves permit others to hear and see our messages. Electronic and print media also function as channels for messages.

Receiver

Receivers are the persons for whom the source creates messages. In instructional communication students are the primary receivers, although teachers also receive messages from students. If the message reaches the student, he or she will engage in the process of decoding.

Decoding

The decoding process has four essential parts: hearing-seeing, interpretation, evaluation, and response.

1. Hearing-seeing. The first step in the decoding process is always either hearing or seeing the messages, or both. When a teacher talks to a class, each student not only hears the words the teacher says but also experiences the teacher's facial expressions, tone of voice, gestures, and so on.

2. Interpretation. Interpretation refers to the actions of the student in determining what he or she believes the teacher meant by the messages that were received.

3. Evaluation. Once the student has interpreted what the teacher meant by the messages received, the messages are evaluated in terms of their meaning for the student.

4. Response. Once the evaluation is complete, the student responds to the messages as they have been received, interpreted, and evaluated.

This response may be observable by the teacher, or it may be covert. Sometimes both types of responses can occur, and they may not be in agreement with each other.

Feedback

Feedback is a student's overt response to a teacher's message

Noise

The final component in our model of the instructional communication process is noise. It is not an essential part of the instructional communication process. Noise is any element that interferes with the generation of the intended meaning in the mind of the receiver. Unfortunately, noise is almost always present.

THE INTERPERSONAL COMMUNICATION PROCESS

Interpersonal communication is the manner in which information is shared or exchanged between a small number of people, whether they are the same or different

from each other. A very large portion of the communication that occurs in many classrooms is interpersonal. In this type of communication, the roles of source and receiver are constantly changing. Teacher and student each perform both source and receiver functions. Much of this kind of communication is not directed specifically toward teaching or toward learning specific objectives.

Here are a number of interpersonal skills are needed to assist teaches as they interact with students.

- Communication Skills
- Empathy
- Positive Motivation
- Feedback
- Effective Body Language
- Silence
- Good Sense of humor
- Be reflective
- Ask open-ended questions
- Understand and then be understood: Self-disclosure
- Use of Technical Skills

Communication Skills: Communication skills are the most important when we talk about winning the hearts. The tone, volume, rhythm and emotions of the communicator play a vital role while dealing with students.

Empathy: Teachers' messages must convey empathy i.e. the ability to communicate care and concern along with an understanding of the child's problem that is, the ability to place oneself in a position to view the problem from the student's perspective.

Positive Motivation: Good motivation usually produces learning outcomes. Some students do not know why they should study a particular subject. We can show applications of that subject in the areas in which students are interested. Thus they get motivated and take interest while studying that subject.

Feedback: A good teacher is genuinely interested in students' thoughts, feelings and opinions. Feedback is one way that a teacher can tell how you are absorbing and integrating the materials and lessons. This feedback calls upon the relationship you have developed with the student

Effective Body Language: Body language is the quiet, secret and a powerful tool to maintain healthy interpersonal skills. Good verbal skills combined with effective body language create interest, long-lasting impression on the minds of students and off-course their involvement in the discussion.

Silence: The ability of a teacher to use silence is usually effective. Silence here means giving few more seconds to students to respond to a query. Silence can help the students as:

- Length of students' correctness of their response increase
- The number of "I don't know" decreases.
- More number of answers
- Better scoring by students.

Good Sense of humor: A teacher needs to have a keen sense of humor in order to keep students learning & motivate. A teacher who can't take a joke or give one, who can't lighten up, who is too serious will not survive.

Be reflective: Remember the party game where a story is started with one person and passed along to others with often humorous distortion? **We all filter and distort what we hear.** This concept helps a teacher to "pay attention" and often helps the speaker stop and think about what is being said. It's also helpful sometimes to ask your listeners to paraphrase what they think you have said. This concept helps the teacher to keep the attention of the student and keep them participating in discussion.

Ask open-ended questions: Make it a goal to find out what your students think, not just what they know. Ask for information using open-ended questions that begin with "How...", "What...", "When...", "Where...", and "Why." This strategy allows teachers to help clarify a given question for both the child and itself.

Understand and then be understood: Most students don't like being told what to do. They often want a chance to have a say in what goes on in the classroom and a chance to prove it will work. In solving classroom problems, it is better to listen than to direct. Teams can be formed to figure out solutions to problems and teacher can empower them to carry out the solutions. Students who identify what should be done take on greater and greater responsibility for getting it done. Thus a teacher seeks to understand the problem from the point of view of the problem solvers rather than force his own perspective on a solution to be understood. This helps to improve interpersonal skills among students as well as between teacher and students.

Self-disclosure: Often sharing a relevant story of your own experiences in similar situations can prove helpful in opening meaningful dialogue.

Use of Technical Skills: The latest method which is nowadays used to improve interpersonal skills with students is by using technical skills too i.e. ability to work with latest teaching aids like computers, multimedia or other technical equipments.

The uses of such technical skills bind the interest of students in their lesson and also keep both the teacher as well as students up to date.

To conclude, students are the future of our nation. Their future relies on how they are grown up and brought up in the society. Much of this depends upon teachers, so by cultivating better interpersonal skills among teachers and students so as to make them better learner, the overall personality of students and thereby our nation can be improved. So let's make interpersonal skills crucial ingredients as a part of our life.

MODULE 3: Nonverbal Communication

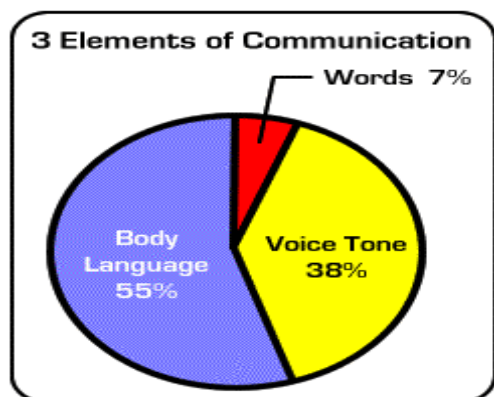
Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3+1 hours
Prerequisites	None
Teaching Methodology	Power point presentation This course is delivered by in-class lectures, group discussion, individual and group activities. Games, role play
Materials, Resources and Technology	- Brinkert & Remland (2006). Core Nonverbal Communication Concepts. Available online: http://www.crededucation.org/resources/Core_Nonverbal_Comm_Concepts.doc - Elfatih, M. (2006). "The Role of Nonverbal Communication in Beginners' EFL Classrooms." Available online: http://www.eric.ed.gov/ED491813 - Ki-yung, K. (2003). "A Study of Non-verbal Communication". 仁荷工專大論文集 Vol. 30, 293-308. Available online: http://myhome.hanafos.com/~philoint/lecture/eng-data-teaching-n-thesis/theses-3-a-study-of-non-verbal-communication.htm. - Lörcher, W. (2002). "Nonverbal Aspects of Teacher Pupil Communication in the Foreign Language Classroom". Knowledge and Discourse: Speculating in Disciplinary Futures 2nd International Conference. Hong Kong. - Soudek, M. & Soudek, L. I. (1985). "Nonverbal Channels in Language Learning". ELT Journal, 39, 2, 109-114. - http://deltabravo.net/custody/body.php - http://listverse.com/2007/11/08/25-examples-of-body-language/ - http://www.joesclass.com/bits221/Gestures.htm

	- http://www.tefl.net/alexcase/worksheets/efl-cultural-training/gestures-identify-country/ • Handouts for students
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Explain the impact that nonverbal communication skills have on students in the classroom - Use their body language more effectively - Enhance their voice quality - Identify different types of nonverbal communication behavior - Define what immediacy is - State how nonverbal communication skills can be used in language classes - Increase their awareness on cultural differences in using nonverbal behaviors

Instructional Procedures

After reminding the previous class materials, the instructor asks whether effective communication involves more than talking to the audience or not? If the answer is yes, then she asks what the factors that influence the effective communication process are. She states that nonverbal communication skills also have an important impact on communication process and explains that they are going to work on nonverbal communication.

The instructor have learners try and guess the percentages about the role of verbal and nonverbal communication skills in the communication process and shows the diagram offered by Albert Mehrabian.



Mehrabian's rules

- 93% of communication is nonverbal
- 55% through facial expression, posture, gesture
- 38% through tone of voice
- Only 7% is through verbal skills

Before moving into the details of nonverbal communication, she introduces the term immediacy to the learners.

T- What is immediacy? (Most probably there will be no answer to this question since it is likely that they hear this concept for the first time)

Albert Mehrabian (1967) defined immediacy as “the extent to which selected communicative behaviors enhance physical or psychological closeness in interpersonal communication”. There are two types of immediacy:

1. Verbal immediacy: A sense of **psychological closeness** produced by **word selection**. Mehrabian (1971) and later Gorham (1988) described *verbal* immediacy behaviors as linguistic differences in expression from which feelings of like and dislike are inferred. Asking questions, using humor, addressing individuals by name, initiating discussion, and sharing personal examples are verbal behaviors which produce immediacy and contribute to a sense of psychological closeness.

2. Nonverbal immediacy: A sense of **psychological closeness** produced by **physical communicative behaviors** such as facial expression, eye contact, posture, proximity, and touch. Mehrabian suggested that nonverbal behaviors such as leaning toward another, assuming a position close to another, touching another, facing another, and looking into another’s eyes are immediacy producing behaviors.

Andersen (1979) summarizes the impact of immediacy as follows:

“The more immediate a person is, the more likely he/she is to communicate at close distances, smile, engage in eye contact, use direct body orientations, use overall body movement and gestures, touch others, relax, and be vocally expressive. In other words, we might say that an immediate person is perceived as overtly friendly and warm.”

➤ The instructor make the learners think of the people around them and she asks what different types of body language they do remember. How did the person’s body language affect their message either in a positive or negative way? Thus, she facilitates discussion and writes ideas generated up on the board. Many learners are not aware of the way they use their bodies in the classroom. Therefore, observing other people around may increase the awareness of the learners and this is an important key to improve their use of body language in the classroom.

➤ After this brainstorming activity, she points out some important issues related to nonverbal communication skills through a power point presentation (by asking questions and eliciting answers from the learners during the presentation).

➤ After the students are informed about the nonverbal communication skills, the instructor provides a number of activities to develop their skills in this area.

T- What is nonverbal communication (NVC)? Is it necessary to use nonverbal behaviors during the communication process? Which nonverbal behaviors may affect this process?

“Being able to read and speak another language does not guarantee that understanding will take place. Words themselves are too limited a dimension.” Morain (1986:64)

NVC is usually understood as the process of communication through sending and receiving wordless messages. While much nonverbal communication is based on arbitrary symbols which differ from culture to culture, a large proportion is also to some extent iconic and may be universally understood.

Klopf et al. (1983) assert that non-verbal behavior, as its functions, supports verbal communication in at least five ways:

- Ⓐ **repeats** what was said verbally,
- Ⓑ **substitutes** for what would be said verbally,
- Ⓒ **emphasizes** or **complements** verbal messages,
- Ⓓ **contradicts** verbal behavior, and
- Ⓔ **regulates** and **manages** verbal messages.

As Ekachai (1997) suggests that there are some cautions to bear in mind in dealing with non-verbal communication.

- Ⓐ **Overgeneralizing** about the nonverbal behavior of a culture may lead to the assumption that everybody in the culture behaves in the same way.
- Ⓑ Nonverbal behaviors do **not occur in isolation** but rather within a complex communication process.
- Ⓒ Like culture, **nonverbal behavior is learned**, passed on from generation to generation, and involves shared understanding.
- Ⓓ Studying cultural nonverbal patterns can help us identify our own ethnocentric attitudes. (In Ki-yung, 2003)

TYPES OF NONVERBAL COMMUNICATION

Nonverbal communication can be broken down roughly into ten areas:

1) Kinesics (Body movements) refers to body movements in communication such as movements of the head, hands, arms, legs. We learn to communicate through body movements very early in life like starting to smile, extending our hands and frowning.

Ekman and Freisen divide kinesics into 5 categories:

- ⊙ **Emblems**-body movements that have direct translation to words: OK
- ⊙ **Illustrator**- are physical acts, like waving the arms, raising the eyebrows that enhance or explain what is being said (Accent, emphasize, or reinforce words) e.g. Fish was this big!
- ⊙ **Regulators**- Control the back and forth flow of speaking and listening.
- ⊙ **Display of feelings**- Feelings are shown through face and body motions
- ⊙ **Adaptor**-Way of adjusting to communication situation: Twist hair, tap pen

2) Facial Communication:

It results from one or more motions or positions of the muscles of the face. It provides vital clues to our own feelings and those of the people around us. We have 80 muscles in your face that can create more than 7,000 facial expressions. Paul Ekman's influential 1960s studies of facial expression determined that expressions of sadness, joy, anger, fear, disgust and surprise are universal.



3) Oculistics (Eye movements):

Oculistics is the study of the role of eyes in nonverbal communication. It has a large influence on social behavior. Frequency and interpretation of eye contact vary between cultures. **Eye aversion** is the avoidance of eye contact.



4) Vocalics:

Vocalics is the study of nonverbal cues of the voice. Things such as tone, pitch, accent, and volume can all give off nonverbal cues. These are also known as prosody and paralanguage. Paralanguage is concerned with **how something is said**, NOT with **what** is said.

Our voice reveal our gender, age, geographic background, level of education, native birth, emotional state, and our relationship with the person spoken to. Emotional meanings are also communicated by vocal expression.

Affection: a soft, low, resonant voice at a slow tempo with a regular rhythm.

Anger: a loud, high blaring voice at a fast rate with irregular rhythm and clipped enunciation.

Joy: a loud, high, moderately blaring voice at a fast tempo with regular rhythm and upward inflection.

Sadness: a soft, low, resonant voice at a slow tempo with a downward inflection, and irregular and pause-filled rhythm.

5) Haptics (Touching behavior):

It is the study of touching as nonverbal communication. Touches that can be defined as communication include handshakes, holding hands, kissing (cheek, lips, hand), back slap, "high-five", shoulder pat, brushing arm, etc.

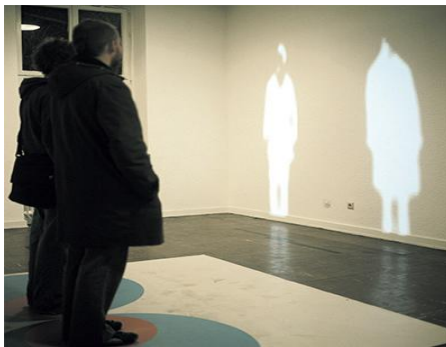
Touch is an important factor in interpersonal interaction. It helps communicate immediacy and promotes friendships and warmth. But it should be employed with care. Touching in interpersonal interaction varies with the age, sex, situation and relationship of those involved. It is apt to be taboo in certain social situations except for the commonplace handshake, pat on the back, and other nonthreatening or nonsexual forms.

6) Olfactics (Smell):

The nonverbal communication study of smell. We react to people based on their smell: Body odor, too much perfume

7) Proxemics (Space):

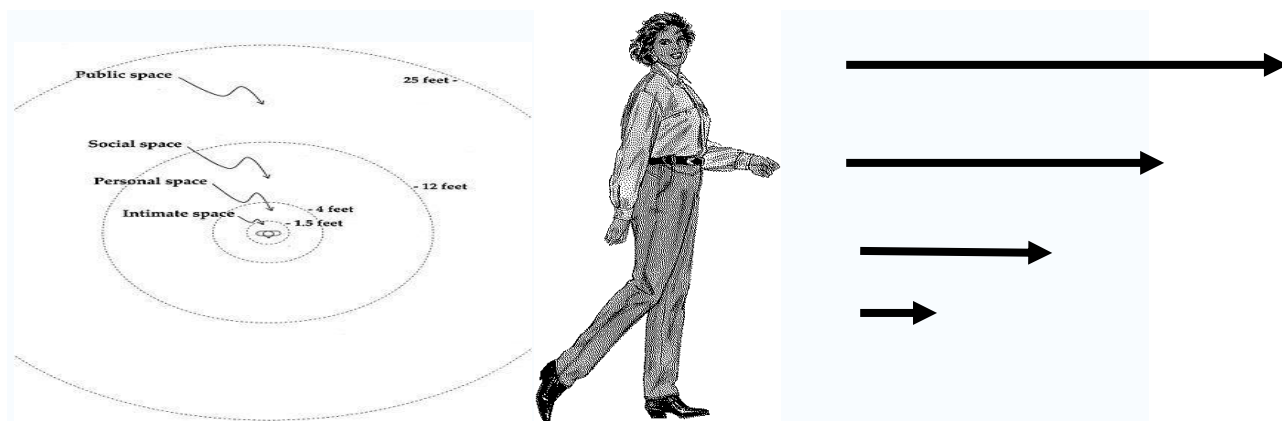
It is the nonverbal study of space and distance. Territory-the space we consider as belonging to us. The space between people engaged in communication depends a great deal upon the cultural background of the individuals communicating. For example, high-contact cultures, such as the Arabs, Greeks and Latin Americans, tend to stand much closer to their conversation partners than do northern Europeans and North Americans.



Body spacing and posture, according to Hall, are unintentional reactions to sensory fluctuations or shifts, such as subtle changes in the sound and pitch of a person's voice. Social distance between people is reliably correlated with physical distance, as are intimate and personal distance, according to the following delineations:

- **Intimate distance** for embracing, touching or whispering
 - *Close phase* – less than 6 inches (15 cm)
 - *Far phase* – 6 to 18 inches (15 to 46 cm)
- **Personal distance** for interactions among good friends or family members
 - *Close phase* – 1.5 to 2.5 feet (46 to 76 cm)
 - *Far phase* – 2.5 to 4 feet (76 to 120 cm)
- **Social distance** for interactions among acquaintances
 - *Close phase* – 4 to 7 feet (1.2 to 2.1 m)
 - *Far phase* – 7 to 12 feet (2.1 to 3.7 m)
- **Public distance** used for public speaking
 - *Close phase* – 12 to 25 feet (3.7 to 7.6 m)
 - *Far phase* – 25 feet (7.6 m) or more

Personal Space



Public Zone --Over 12 ft.
 Personal zone--18 in. – 4 ft.
 Intimate zone--16 in. – 1 in.

8) Chronemics (Time):

The nonverbal communication study of time. The way we perceive time, structure our time and react to time is a powerful communication tool, and helps set the stage for communication. Time perceptions include punctuality, willingness to wait, and interactions.

For example, in European and American societies, when men are interacting with women, they generally control the time use, talk more than women, and interrupt more than women. In the business world, Americans are expected to arrive to meetings on time and, usually, even early. On the other hand, they arrive late to parties and dances.

The use of pauses or the time between statements is a factor in the rate of speaking. The number and duration of pauses can alter the meaning of what one says. Many long pauses used in a random fashion tend to confuse listeners while short pauses suggest there is more coming. Intermediate-length pauses, unrelated to what is said, can be monotonous and tiresome. Westerners are apt to speak rapidly with few pauses, causing the sounds that make up the spoken word to flow together. Then the words are not separately formed units.

The hour at which a person communicates is another way time talks. It is permissible to make a social call any time between late morning and early evening and a business call during normal working hours. Any other times would be inappropriate. Late evening calls are made only in emergencies.

9) Artifacts (Objects):

Artifacts are any objects made by human effort, and these communicate just by their presence or through their manipulation. The objects often include clothes, jewelry, pictures and trinkets which express one's interests, hobbies, status or lifestyle. The objects which are the most influential artifacts a person possesses are the clothes they wear. Some objects are often used to encourage or discourage communication.

For example, if furniture is arranged in a circular fashion in a living room, conversation among guests will usually be stimulated. The mere presence of a gun or a knife suggests violence. A uniform communicates the fact that the wearer belongs to a structured organization. Medals are signs of valor or bravery. A red light signifies stop or danger.

10) Physical Appearance:

Our physical appearance and characteristics communicate much about us to other people.

- ✓ Our body type (fat, skinny; short, tall; muscular, flabby),
- ✓ hair (well-groomed, uncombed; short, long; styled by a beautician, cut by a barber),
- ✓ skin color (black, white, yellow, red; sun tanned, untanned), color (offensive, odorless; covered up with perfumes, after-shave creams, deodorants),
- ✓ general appearance (neat and groomed, unkept & messy),
- ✓ clothes (laborer's type, business/professional types, casual, formal wear)

are among the personal elements that communicate to those persons around us a great deal about us.

Implications for Language Teaching

Communication is the transfer of information and it involves both verbal and nonverbal forms. As language is products of cultural transmission, so does the nonverbal communication. Nonverbal communication, therefore, is culturally conditioned and has to be examined in their cultural context.

As we become sensitive to and judge the nonverbal behavior of others, we should keep several points in mind. First, nonverbal behaviors always occur in a context and it should be assessed in terms of that context. Second, non-verbal cues cannot be viewed as isolated parts of a person's behavior.

The objectives of nonverbal instruction should include:

- ① increasing the students' understanding of how & why other people act the way they do,
- ② giving the students the experience of expressing themselves not only linguistically but also nonverbally,
- ③ bringing students to a greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of thinking of the people who speak the language they are learning.

The methods to conduct classes will include

- ① a sequenced presentation of aspects of the nonverbal communication, with reading, exposition, discussion, illustration by films, slides, pictures, video tapes and other visual means on the internet,
- ② activities consisting of role playing, discussions, and oral reports.

Some suggestions to implement the teaching of nonverbal communication in the English language classrooms:

Klopf and Park (1982) suggest three ways to improve cross-cultural communication, helping learners become more interculturally skilled and attuned to persons from other cultures.

Ⓐ ***Do as they do***; talk and act like natives, in other words, to ape the natives, adopt the local dress, eat the local foods, and live in a manner typical of the host country's people. The maxim, "When in Rome, do as the Romans do," contains the essence of this approach.

Ⓑ ***Employing Mr. Right***; this approach calls for finding Mr. Right, a person to function as its representative who is going to be liked, respected, understood and effective in the country he visits.

Ⓒ ***Training in cultural awareness***; learning about intercultural communication and internalizing certain skills. Its goal is to encourage greater sensitivity, to foster greater understanding, and to improve communication skills in dealing with people who are culturally different.

Weatherford (1986) suggests two approaches to teaching in nonverbal communication

Ⓐ Sensitize students to the broad and varied means of communicating with the body in our culture;

Ⓑ Gradually introduce them to the nonverbal language employed in the target culture.

① Ask them to identify ways of communicating with the body and put the list on the board.

② Have the students try to act out various emotions and attitudes through body positioning (e.g., humility, superiority, sadness, happiness, etc.).

③ Discuss the different types of gestures (manipulators, illustrators and emblems).

④ Work with the class on a gesture dictionary for the target country.

⑤ Try a few experiments with proxemics outside of class. For example, deliberately stand too close to or too far away from your conversation partner and observe his or her reaction.

⑥ Observe eye contact in conversations and report on your findings. In a conversation, try to deliberately avoid eye contact or stare at your partner and observe the reactions.

Strategies proposed by Ming (1994) which do not overlap with the ones presented above by Klopf and Weatherford are as follows:

Ⓐ Watch an English TV program with the sound turned off. Try to make out what all those visual signs signify, and imitate them as much as possible.

Ⓑ Observe the videotape recording of a classroom interaction in which the viewers have participated.

© Plunge the students into anything that is English. This can be encouraged by acting out mini plays, delivering speeches, holding debates, etc. while a teacher monitors these activities (In Ki-yung, 2003).

In sum, communication is the transfer of information between people at home and abroad. People communicate from morning till night. They spend most of their waking hours communicating. Communication takes various forms, one of which is oral communication or speech. However, most of us fail to realize that a great deal of our communication is of a nonverbal form. We rarely perceive that misunderstandings occur not only from being unfamiliar with a foreign word or phrase, but also from a lack of familiarity with the nonverbal communication in another culture.

As the language of gestures and other forms of communication with the body are not universal, nonverbal communication is culturally conditioned and has to be examined in their cultural context. When we communicate across cultures, we need to be conscious of our nonverbal behavior, preventing misunderstanding caused by culturally inappropriate behavior. Knowing the limits and conventions of ours and others is important for clear and unambiguous communication.

To incorporate non-verbal communication into our foreign language teaching, the objectives of non-verbal instruction should include

- ◎ increasing the students' understanding of how and why other people act the way they do,
- ◎ giving the students the experience of expressing themselves not only linguistically but also non-verbally,
- ◎ bringing students to a greater understanding of people across national barriers.

To help learners be fully prepared for successful international communication in a variety of situations, we should provide learners with the opportunities to acquire the knowledge about nonverbal communication: to become more sensitive, more aware, and more observant in dealing with people who are culturally different.

English language teaching should be dealt with not as a periphery but as an indispensable part of the total communication teaching process to let learners use the right non-verbal communication at the right time for the right situation.

ACTIVITIES

Act 1- Act it out

Act out the following situations by using only body language

- You cannot hear your friend's voice.
- You want a child to come to your side.
- You want to wish your friend good luck from across the room.
- You do not know the answer to a question someone has asked you.
- You want to tell someone sitting close to you that class is boring.
- You want to signal to your friend that the person you are talking to on the phone talks too much.
- You want to express, "Oh, not again!"

- You want to tell your friend that you have just forgotten something.
- You want to tell your friend to wait a second.
- You want to tell your friend to slow down.
- You want to tell your friend that everything is OK.

<http://www.tolerance.org/activity/communication-total-impact-your-message>

Act 2- Act it out

The instructor prepares small dialogs and asks for volunteer students to come before the classroom. She hands out the role cards to those learners after she explains what they are supposed to do. Four different pairs act out different dialogs and the rest notes the dialog as the way they understand it.

T- Now, I am going to give you note cards. You will see a dialog on your cards but each of you will have only his/her lines. Student A will start the conversation. You will not utter a single word but only act out what is written on your cards. The rest of the class will write down what they have understood from their actions and form the whole dialog.

Can you take picture?

A Excuse me. Can you take a picture of me?
 B Yeah, sure.
 A Just press that button.
 B Er, which one?
 A The one on the top.
 B OK, right. Er.... can you move back a bit.
 A Is this OK?
 B Fine, now smile. That's it. Very nice.
 A Thanks.
 B Not at all. You've got a lovely smile. Er... fancy a drink ?
 A OK, but I've got no money on me.
 B That's OK. I'll pay.

(Eryılmaz & Darn, 2005)

Out shopping

Keiko: Hello, sir. Welcome to our store.
Sam: Thanks
Keiko: Can I help you find anything?
Sam: Yes. I am looking for a watch.
Keiko: What kind of watch?
Sam: I am looking for a silver watch to give my son as a gift.
Keiko: How about this one here?
Sam: I do not like the style.
Keiko: What about this model?
Sam: Yes, I like that one. How much is it?
Keiko: This one is two-hundred and fifty dollars.

Sam: That is too expensive. Do you have anything less expensive?

Keiko: Do you like this one, sir? It costs less.

Sam: Yes, it is also very nice. How much is it?

Keiko: This model is one-hundred and twenty dollars.

Sam: Great. I will take it.

<http://www.livemocha.com/practice/english/dialog/51>

Birthday and family

Sam: Hi! How are you?

Keiko: Great. How are you?

Sam: I just had my birthday.

Keiko: Really? How old are you?

Sam: I am 35.

Keiko: Are you married?

Sam: Yes. I got married three years ago.

Keiko: Do you have any children?

Sam: Yes. I have a daughter. She is four years old. Do you have children?

Keiko: Yes, I have two. My older son is five, and my younger son is three.

Sam: Do you have any photos?

Keiko: Yes, they are in my purse.

Sam: Who is this?

Keiko: That is my older son with his grandmother and grandfather?

Sam: He is a handsome boy.

Keiko: Thank you. Here is a photo of the whole family.

Sam: Who are the other man and woman?

Keiko: That is my aunt and uncle and these are my cousins.

Sam: Well, it is great to see you again. Say 'hi' to your husband.

Keiko: OK. Good bye.

<http://www.livemocha.com/practice/english/dialog/14>

Shopping for a Sweater

A. Can I help you?

B. Yes, I'm looking for a sweater.

A. What size are you?

B. I'm an extra large.

A. How about this one?

B. Yes, that's nice. Can I try it on?

A. Certainly, there's the changing room over there.

B. Thank you.

A. How does it fit?

B. It's too large. Do you have a large?

A. Yes, here you are.

B. Thank you. I'll have it, please.

A. OK, how would you like to pay?

B. Do you take credit cards?

A. Yes, we do. Visa, Master Card and American Express.

B. OK, here's my Visa.

A. Thank you. Have a nice day!

B. Thank you, goodbye.

<http://www.saperelelingue.com/manager/files/DIALOGUE%20Shopping.pdf>

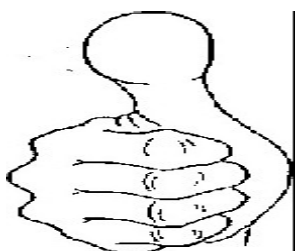
Act 3- Guess the meaning

The instructor shows a number of pictures and asks the learners guess what they might mean in Turkish culture and in another culture. The learners try to make their best guesses. Demonstrate variety of meanings and show how intercultural misunderstandings might occur.

Pictures and their meanings in different cultures



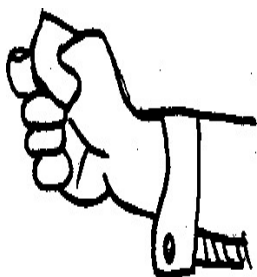
Turkey: Homosexual/ Commonly: Perfect/ Japan: Money



Turkey: Right wing political party/ Commonly: OK/ Japan: Five



Turkey: You get nothing from me/ Commonly: Stop, enough/
W.Africa: You have 5 fathers!



Turkey: obscene gesture/ No such gesture in English/ Brazil: Good luck!

(Eryılmaz & Darn, 2005)



I'm angry- Japanese



I don't believe you- French

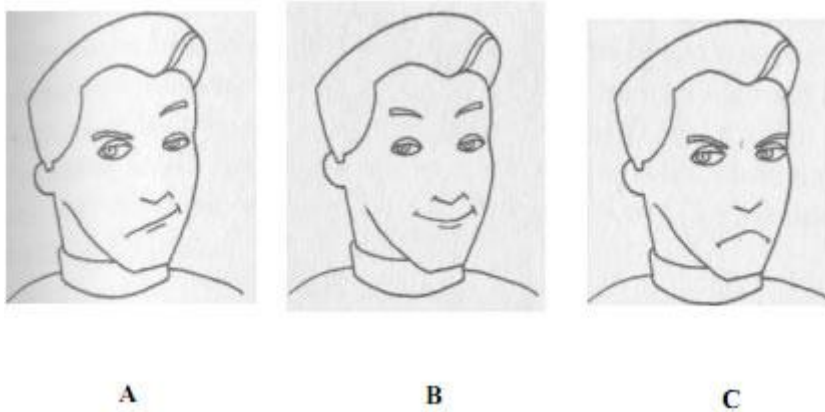


“Screw You” (obscene)- Iran



The “peace” or “victory” sign and is given with the palm facing outward. In Great Britain, if the palm is faced inward towards the person making the gesture. It is an insult which is not tolerable.

http://cspcentral.com.au/wp-content/uploads/2009/02/131304_victory_sign.jpg



Picture A shows a twisted smile which is “peculiar to the Western world and can only be done deliberately which means it can only send one message – sarcasm”. Picture B shows a cheeky smile while C shows an angry frown.

http://s3.amazonaws.com/readers/2009/08/25/twistedsmiles_1.jpg

Act 4- Gestures and movements

The instructor cuts out some messages and put them in an envelope. The class is divided into two groups. Each student chooses a message and acts it out for the rest of the group members. The more messages the group members decodes, the more plus they get. The group who gets more plus wins the game. The learners are allowed to use only their gestures and body movements to explain the statements.

Do you know what time is it?
 Can you tell me where I can get a room for the night?
 Is there a restroom around here?
 I'd like to get something to eat. Where is the closest restaurant?
 Where can I get a drink of water?
 Is there a drug store around here?
 How do I get to the train station from here?
 Do you know where the bank is?
 I need to make a phone call. Is there a phone around here?
 Can you tell me how to get to the hospital?
 How much money does this cost?
 I'm looking for the police station. Do you know where it is?
 I need to get some cash. Is there an ATM machine close by?
 Can you help me put this box into my car?
 Where is the nearest grocery store?

I'm looking for a map of this town. Do you know where I can get one?
 Can you tell me where the post office is?
 I'm not sure where I am. Can you tell me the name of this town?
 Where can I go to find someone who speaks English?
 My car is almost out of gas. Is there a gas station around here?
 Where can I go to exchange American dollars?
 How far is it to the zoo?
 Have you seen a small dog out here?
 Where can I get some film for my camera?
 Is there a bookstore around here?

Brinkert & Remland (2006)

Act 5- Facial expressions

This activity is similar to the previous one but this time the learners can make use only their faces in a limited time. The class is divided into three groups. Every group member takes turn to express the statements shown by the instructor for the rest of their group. They have to express as much statement as possible in five minutes. The group that finds more expression wins the game.

I'm angry

I'm sad

I'm happy

I'm surprised

I'm disgusted

I'm afraid

I'm ashamed

I'm interested

I'm skeptical

I'm confused

NEUTRAL

I'm bored

I'm thinking

I'm superior

I'm happy and surprised

I'm surprised and afraid

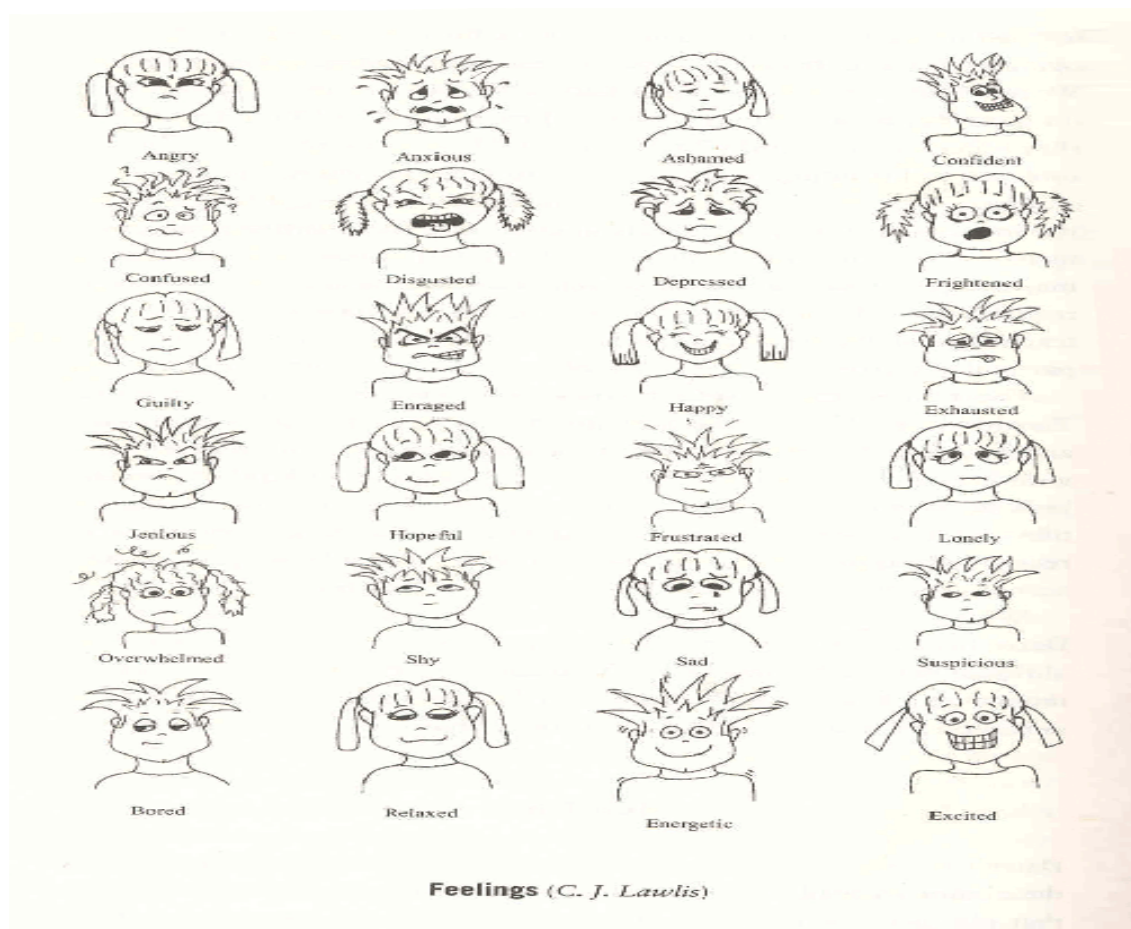
I'm angry and disgusted

I'm sad and disgusted

I'm surprised and angry

I'm angry and happy

The same activity can be done by making use of the pictures. The learners can be shown a picture and asked to find the right emotion in the picture first and later describe it to the group members.



eMotions

						
aggressive	alienated	angry	annoyed	anxious	apathetic	bashful
						
bored	cautious	confident	confused	curious	depressed	determined
						
disappointed	discouraged	disgusted	embarrassed	enthusiastic	envious	ecstatic
						
excited	exhausted	fearful	frightened	frustrated	guilty	happy
						
helpless	hopeful	hostile	humiliated	hurt	hysterical	innocent
						
interested	jealous	lonely	loved	lovestruck	mischievous	miserable
						
negative	optimistic	pained	paranoid	peaceful	proud	puzzled
						
regretful	relieved	sad	satisfied	shocked	shy	sorry
						
stubborn	sure	surprised	suspicious	thoughtful	undecided	withdrawn

For younger learners you can make use of the following flash cards.

Flashcards	Feelings/Emotions	www.kids-pages.com
		
happy	sad	worried
		
angry	tired	sleepy
		
thirsty	hungry	sick

Act 6- Voice version

The same activity but this time the group members can use only their voice.

Angry
 In pain
 Old
 Aggressive
 Depressed
 Afraid/Nervous
 Cold (freezing)
 In a hurry
 Happy

Childish
 Conceited (snobbish)
 Weak/Timid
 Winded (exhausted)
 Sexy/Seductive
 Ill/Sick
 Disgusted
 Excited
 Unintelligent

Act 7- Gesture version

This time you use your gestures to send the message you have in your card. For a change you can make this activity as whole class.

Good luck	Shame on you	Do you want to say something?
I'm warning you	That was delicious	No way!
It's cold	I feel so sorry for him (sarcastically)	I'm stuffed (I ate too much)
Hurry up	That was a close call	Stop
I can't hear you	Get out of here	What time is it?
I think I'm going to be sick	Do you have any money?	Stay here
OK	Shut up	I'm really smart
That sucks	Follow me	How could I be so dumb
You're kidding me	Come here	The hell with you
I've had it (I'm fed up)	We won!	She's crazy
He/she's great looking	I don't know	Calm down
Nice job (well done)	I've got a headache	
Back off		
I doubt it		

Act 8- Role play

The Scene	Person A is shopping at the mall and stops to look at the display in a clothing store. She hears someone calling her name and turns around to see someone she knows (Person B). The two persons begin a conversation.
Version 1: Low Involvement	Person B really likes Person A, but the feeling is definitely not mutual. Person A doesn't want to talk to Person B, but at the same time, doesn't want to be rude. She hopes the conversation doesn't take much time, so she can get on with her shopping.
Version 2: High Involvement	Person B really likes Person A, and the feeling is definitely mutual. Person A is excited to see Person B and would like to get to know her better. She is happy about this opportunity to talk and spend time with her.

Brinkert & Remland (2006).

Act 9- What do you see in these pictures?

The instructor provides the gestures by showing the pictures and asks learners to guess what those gestures may mean.

Source: <http://listverse.com/2007/11/08/25-examples-of-body-language/>

Gestures 1 – 5



Gesture: Brisk, erect walk

Meaning: Confidence

Gesture: Standing with hands on hips

Meaning: Readiness, aggression

Gesture: Sitting with legs crossed, foot kicking slightly

Meaning: Boredom

Gesture: Sitting, legs apart

Meaning: Open, relaxed

Gesture: Arms crossed on chest

Meaning: Defensiveness

Gestures 6 – 10



Gesture: Walking with hands in pockets, shoulders hunched

Meaning: Dejection

Gesture: Hand to cheek

Meaning: Evaluation, thinking

Gesture: Touching, slightly rubbing nose

Meaning: Rejection, doubt, lying

Gesture: Rubbing the eye

Meaning: Doubt, disbelief

Gesture: Hands clasped behind back

Meaning: Anger, frustration, apprehension

Gestures 11 – 15



Gesture: Locked ankles

Meaning: Apprehension

Gesture: Head resting in hand, eyes downcast

Meaning: Boredom

Gesture: Rubbing hands

Meaning: Anticipation

Gesture: Sitting with hands clasped behind head, legs crossed

Meaning: Confidence, superiority

Gesture: Open palm

Meaning: Sincerity, openness, innocence

Gestures 16 – 20



Gesture: Pinching bridge of nose, eyes closed

Meaning: Negative evaluation

Gesture: Tapping or drumming fingers

Meaning: Impatience

Gesture: Steepling fingers

Meaning: Authoritative

Gesture: Patting/fondling hair

Meaning: Lack of self-confidence; insecurity

Gesture: Quickly tilted head

Meaning: Interest

Gestures 21 – 25



Gesture: Stroking chin

Meaning: Trying to make a decision

Gesture: Looking down, face turned away

Meaning: Disbelief

Gesture: Biting nails

Meaning: Insecurity, nervousness

Gesture: Pulling or tugging at ear

Meaning: Indecision

Gesture: Prolonged tilted head

Meaning: Boredom

Act-10 Identify the country

T- Read the description of the gestures, body language and body dos and taboos. What country is it? Find one that is not true.

1. Bodily contact and gestures are much used in this country. You will see men hug each other and even hold hands in public, and people tend to stand quite close. Men and women touching in public is far less common, especially outside the large towns. This country is now a rapidly developing democracy with a quite large, westernized middle class, but a complex historical/ political/ religious mix means you have to be careful what you say and do. You cannot show that something is okay by sticking up your thumb, as that has a bad meaning similar to the middle finger in the US. To stop a car or bus you can move your open palm up and down, as if you were telling someone to calm

down. A much more common sign you may misunderstand is the gesture for 'no', which is tipping your head back once and/ or clicking your tongue and raising your eyebrows. Shaking your head from side to side like a Northern European saying no means 'yes'. Holding your fingers and thumb together above your palm and moving the hand up and down, something similar to the Latin sign for 'It's crowded', means that something is very good and is used a lot.

Answer: Turkey

- Shaking your head means 'I don't know' rather than 'Yes'. 'Yes' is shown by nodding your head rapidly once.

2. In this country, people generally shake hands when they meet someone new. For a man or a businesswoman who wants to be taken seriously, a firm, solid handshake is very important. No more than three shakes is considered normal. It is possible to show more friendliness during a handshake by touching or holding the other person's forearm, elbow or upper arm. People do not like too much bodily contact, though, and tend to stand quite far apart while speaking and not touch each other much.

Eye contact is considered very important, especially when listening to someone, and not making eye contact can be seen as a sign that you do not wish to speak to someone or that you are lying. On the other hand, other countries might consider this much eye contact, especially to an older or higher ranked person, to be rude or even sexual or aggressive. For example, you should look a policeman directly in the eyes when speaking or he will think that you are guilty of something.

This is generally a country where being relaxed and casual is considered a good thing. Standing up and sitting up straight is not considered important in all but the most formal situations, and it is normal to see businessmen sitting with legs crossed and with the ankle of one leg on the thigh or knee of the other one. This is insulting in many places, as it shows the sole of the foot. However, this is one of many gestures from this country that is slowly spreading through the world. Other ones include gestures from sports and those for okay, although people in this country tend not to know much about the rest of the world and often get caught out using gestures in countries where they are not understood or, worse, are insults.

Answer: The USA

Shaking hands is very important, but 6 or 7 shakes is more normal than 3.

<http://www.tefl.net/alexcase/worksheets/efl-cultural-training/gestures-identify-country/>

Assignment	1. Observe at least two different people outside the classroom, e. g. in a café, at the bus stop, hospital, shopping center, etc. and note something down about their nonverbal behaviors. 2. Compare and contrast nonverbal behaviors of your own culture with some other cultures (at least 2 peculiarities) by giving/finding examples (pictures, etc.).
-------------------	---

MODULE 4: Writing Skills

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	Yİ115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3 hours
Prerequisites	None
Teaching Methodology	This course is delivered by in-class lectures, group discussion, individual and group activities.
Materials, Resources and Technology	- Işık, M., Biber, L., Öztekin, A. & Öztekin, H. (2006). Genel ve Teknik İletişim. Konya: Eğitim Kitapevi Yayınları. Pp. 125-137, 159-172, 182-190. - “Guidelines for writing a Teacher CV.” Available online: https://www.reedlearning.co.uk/.../569298538_Guidelines%20for%20writing%20a%20Teacher%20.doc - http://www.wepapers.com/Papers/59116/Writing_Your_CV_For_Step_Teachers - http://www.buzzle.com/articles/how-to-write-a-teachers-resume.html - http://www.teacherstalk.co.uk/resources/teaching_cv.php - http://www.speakspeak.com/html/d2j_english_cv.htm - http://www.money-zine.com/Career-Development/Resume-Writing/Resumes-for-Teachers/ - http://jobsearch.about.com/od/coverlettersamples/a/coverteacher.htm • Sample CVs for students (both Turkish and English) • Sample petition in Turkish
Course Objectives	At the end of this module, the pre-service language teachers will be able to:

	- Develop their skills to write petition using the right format - Get information about different types of CVs - Learn how to write their own Teacher CV's
--	--

Instructional Procedures

What is the difference between a curriculum vitae (CV) and a resume?

The primary differences between a resume and a curriculum vitae (CV) are the length, what is included and what each is used for. A **resume** is a one or two page summary of your skills, experience and education. While a resume is brief and concise - no more than a page or two, a **Curriculum Vitae** is a longer (at least two page) and more detailed synopsis.

A curriculum vitae includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. In Europe, the Middle East, Africa, or Asia, employers may expect to receive a curriculum vitae.

In the United States, a curriculum vitae is used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants.

<http://jobsearch.about.com/cs/curriculumvitae/f/cvresume.htm>

Resumes Styles for Teachers

As with all resumes, the teacher first has to decide on a particular style or resume format they wish to leverage. As a reminder, there are three types of resumes that a teacher may use depending on employment gaps and richness of experience and education. Summarizing the resume styles:

- **Chronological resume** - provides a historical account of where you've taught and the types of teaching assignments you've held. The emphasis of this style is on work experience or history.
- **Functional resume** - a good choice for teachers with less working experience, the functional resume emphasizes what you know more than where you've been teaching.
- **Combination resume** - the most marketable of the resume styles, it leads with a functional format and follows up with a chronological style. This is the best choice for teachers that have lots of good experiences to write about.

<http://www.money-zine.com/Career-Development/Resume-Writing/Resumes-for-Teachers/>

How to Write a Teacher's Resume

A resume is an important tool through which an individual markets his skills and knowhow in order to secure gainful employment. A resume for a teacher is no exception

to this rule. It is pure evidence that the individual is good enough to get the job. Let us talk about a few pointers on how to write a teacher's resume.

When we talk about a teacher, we picture in mind a person who knows almost everything and who is very well-educated. We also think of this person as someone who knows how to read and write well, and also knows how to deal with kids and their parents very professionally. The thought that a teacher would need help in writing their resume seems very unlikely. For those looking to enhance their resumes with the right content and format, here are a few tips and tricks.

It is very essential that the resume clearly communicates your qualifications, experience (if any), and most importantly, things about you that make you a unique candidate. While keeping the above important points in mind, the resume also needs to be neat, professional and informative. Here we shall talk about some specific points on how to write a teacher's resume.

Professional Look

The overall look of a resume goes a long way in catching the positive attention of a prospective employer. First of all, make sure that the paper used is fine, smooth and white in color. It is advisable to avoid using fancy fonts. Simple, readable fonts like Times New Roman, Helvetica or Arial should be used. Also make sure that point size of the copy is around 10-12 points, and not larger. Have a general idea at the start itself of what all you would like to include in your resume. This way, you can decide what formatting pattern is best and follow it right from the start. Remember, you are a professional and this resume will be a first impression about yourself, even before you speak.

Introduction

Go all out to identify yourself clearly. It says who you are, where you are from, etc. It should include your name, address, email, phone and other personal details. Make the name the largest font size amongst all these elements, preferably 3-4 point sizes larger than the rest.

Objective

Start with a catchy but clear objective. Choose to write in brief about your abilities, goals, and areas in teaching that interest you the most. This section is very important in portraying your sincerity, character and ambition in life. In short, it says a lot about you as a person and your abilities to be an exceptional teacher.

Educational Background

The education of an individual is what determines most of his life ahead. And if you are a teacher, then the education factor is surely a very important part of your life. This has to be put down **in reverse chronological order**, clearly and in brief. It plays an important role in highlighting your background and the path taken that led you to become a teacher.

Highlight your Teaching Experience

You need to clearly show which institutions, and in what capacity, you have been associated with in the past. The headings should be clear and the interviewer should be able to get an idea of prior experience by just giving your resume a glance. He shouldn't have to dig deep and look around too much to search for information regarding your experience. Also make sure to include all previous assignments in your experience section, regardless if they were paid or unpaid. These too should be in reverse chronological order.

Special Skills/Honors

Mention any special skills that you may have acquired. These are important to showcase along with the regular skills and educational qualifications one acquires in a lifetime. If you have received any important achievements/awards/honors etc., these need to be shown too, as they highlight your dedication, sincerity, and hard work.

References

If you have previous work experience, be sure to mention a couple of credible references at the end of your resume. If you are applying for your first job, then the references can be from the institutions that you have done your training courses from. Make sure none of the references include family or friends.

Once you have followed and finished with the above tips, there are a few more general ideas that can be incorporated into your resume. Try not to make the resume more than one page. If two pages are necessary, do not staple both the pages together. Instead, take a tabloid size paper, fold it into half and type out both the pages on the inside halves facing each other. Follow a format that is simple and neat, yet professional. Things that are important need to stand out and should be clearly viewable at a glance. Besides your regular information, try to stress on your uniqueness and your positive trends. Also mention any special techniques that you may have devised that you use in your teaching methods. And last but not the least, you are a teacher. So take a lot of care to proof read your resume for grammar and punctuation before finalizing the document. It would be a good idea to send off your resume accompanied with a pleasant cover letter.

A teacher is someone who all people look up to as a role model and someone who imparts valuable knowledge to all. Hence it is very important that a teacher's resume is professional and presentable. It needs to be a document that others look at as being special, this besides being eye-catching to all the potential employers that would look at it along the way.

<http://www.buzzle.com/articles/how-to-write-a-teachers-resume.html>

Your CV is very important as it enables us to talk to schools about your experience and expertise. Schools will nearly always ask for a CV if they are looking for a teacher for long term supply or permanent positions and they very quickly make a judgment about your suitability for a position based on your CV, therefore it must be up to date, well laid out and informative.

Basic Layout

Name at the top

Personal statement Introduce yourself as a teacher (3-6 sentences)

Personal details Address, phone number, email etc

Qualifications Ensure you write the dates, the name of the organisation, qualifications gained and level.

Teaching Work Experience Write this chronologically with the most recent first. Ensure you write the dates worked, name of the school and position held. Write a couple of sentences about your position and the school and then bullet point your responsibilities and achievements.

Courses and Training Attended List dates and names of courses / training

Other Work Experience Again, write this chronologically with the most recent first. Write the dates employed and the name of the organization. Briefly outline responsibilities but do not go into as much detail as it is your teaching experience which is the most important.

Other Qualifications and Skills Bullet point computer skills, other qualifications, clubs / organizations, interests.

References Provide name, position, address and telephone number of 2 or 3 referees. Ensure that 2 of these are professional referees.

Points to Remember

- Use a clear font - arial is very good.
- Ensure spelling and grammar is correct.
- Ensure the format is consistent and the CV looks good - use the same font size and type, if you bold headings ensure they are all in bold etc
- Ensure the teaching experience stands out and sells you as a teacher - this must come before any other work experience. Make sure you have included the key stages and year groups you have taught, exam boards taught, extra responsibilities and courses attended.
- A CV should be no more than 2 pages in length.
- A CV should usually be accompanied by a cover letter detailing how your experience is relevant to the specific post you are applying for.
- Keep your CV up to date. If you complete a term of supply work add it to your CV and ensure we have an up to date copy of it.

Sample Teacher Resume

Name: Ben Koffman

Objective

To better facilitate student learning in the area of politics and history

Experience

Dec 2001 to present [Saint John's Junior College, Belize, Teacher]
Department of General Studies

- Facilitate student learning and conduct research in the area of politics and western civilization
- Assist in the coordination and implementation of community service and student affairs activities

Aug 2000 to Dec 2001 [Saint Louis University, Saint Louis, USA] Graduate Researcher,
Dept of Public Policy and Urban Research

- Conducted research in community, neighborhood development and economic policy
- Coordinated special outreach projects to promote the department's research interest

Jan 1999 to May 2000 [Saint Louis University, Saint Louis, USA] Resident Advisor,
Department of Residence Life

- Developed and implemented programs to encourage student participation
- Supervised others in the maintenance and enforcement of university policies
- Participated in leadership training and community building workshops

May 1999 to Aug 1999 [Ministry of Human Development, Belmopan, Belize] Intern,
United Nations Development Programme

- Worked with the Project for Sustainable Human Development, a community development plan aimed at empowering rural villagers in Belize
- Collected field data, drafted reports, and provided feedback to supervisors

Education

Aug 2000 to Dec 2001 [Saint Louis University, Saint Louis, USA]

- Master of Arts in Public Administration (specialty – economic development, organizational learning)
- Post Graduate Certificate in Education (completed seminars on teaching and technology strategies)

Aug 2000 to Dec 2001 [Saint Louis University, Saint Louis, USA]

- Bachelors of Arts in Sociology and International Relations (graduated summa cum laude)

Leadership

2002 to present Director of Youth and Member of the Central Executive, UDP
 2001 to 2001 President, International Students, Saint Louis University
 2000 to 2001 Student Representative, VP for Student Development's Board
 1998 to 2000 Senator, Saint Louis University Student Government
 1997 to 1998 President, Saint John's College Student Government

Awards

Aug 2002 Commencement Speaker, Saint John's College Graduation
 Nov 2001 Recipient, Kathy W. Humphrey Award for Diversity
 Nov 2001 Member, Alpha Sigma Nu Jesuit Honor and Service Society
 May 2001 Recipient, Saint Louis University Student Leadership Award
 May 1998 Recipient, The Katharine Walsh Scholarship
 May 1998 Speaker, The Belize National Teacher's Day Ceremony
 April 1998 Recipient, The Saint John Berchman Award for Leadership

<http://www.bestsampleresume.com/sample-teachers-resume/sample-teachers-resume-2.html>

Sample Cover Letter for a Teacher

I have a very strong interest in pursuing a teaching career. With experience working at both the elementary and high school levels, as well as in activities outside of the traditional classroom, I have a diverse background with much to offer.

My first classroom teaching experience was as a volunteer elementary school religion teacher at a local church where I worked for three years during high-school. In addition, I worked for several summers at a Sunny Beaches Arts Camp teaching theater, where I staged a play each season.

I have student teaching experience on the first and third grade level, in both suburban and urban school districts. I particularly enjoyed working with "at-risk" children and careful preparation of lessons allowed me to break down sometimes complicated concepts to simple examples that my young students could grasp.

Last year, while studying in Milan, I taught English to high school students. Managing the difference of abilities among my students proved a difficult, but satisfying, challenge. I tailored activities to maintain the interest of high-level students without intimidating less skilled English speakers.

My resume is enclosed. I will forward an official copy of my transcript along with references under separate cover. I will contact you next week to discuss employment opportunities. I look forward to speaking with you.

Thank you for your consideration.

Respectfully yours,

Signature

FirstName LastName

<http://jobsearch.about.com/od/coverlettersamples/a/covertimeacher.htm>

How to write a petition? / Dilekçe nasıl yazılır? (Örnek dilekçeler)

Dilekçe yazmak hayatımızın bazı bölümlerinde karşılaşılan ve gerektiğinde yazmamızı gerektiren mühim bir ayrıntıdır. Her insan dilekçe yazmanın ayrıntılarını bilmekle mükelleftir. Aşağıda dilekçe yazımıyla ilgili birtakım kurallara ve konunun hemen akabinde dilekçe örneklerine erişebileceksiniz.

Dilekçe Yazmanın Kuralları:

- Sorun hangi kurumu ilgilendiriyorsa dilekçeye ona hitap edilerek başlanmalıdır.
- Nesnel olunmalıdır.
- Hiyerarşik düzene dikkat edilmelidir.
- Yer ve tarih belirtilmelidir.
- Çizgisiz beyaz kâğıt kullanılmalıdır. Kâğıdın arka yüzeyine geçilmemeli, çok gerekliyse ikinci kâğıt kullanılmalıdır.
- Bilgisayarla ya da daktiloyle yazılmalı; el yazısı kullanılması halinde yazının kitap harfleriyle açık ve okunaklı olmasına özen gösterilmelidir.
- Ciddi, resmi, saygılı bir dil ve üslup kullanılmalıdır.
- İstenen şey yasalara uygun olmalı; yasal çerçeve kesinlikle aşılmamalıdır. Bir şikayet söz konusuysa sorun mutlaka belgelere ve tanıklara dayandırılarak açıklanmalıdır.
- Sorun/durum ya da dilek kısa ve açık ifade edilmelidir. Gereksiz ayrıntılara ve kişiselliğe yer verilmemelidir.
- Doğru, düzgün, özenli ve temiz bir Türkçe kullanılmalıdır.
- Yazım ve noktalama kurallarına dikkat edilmelidir.
- Dilekçe mutlaka imzalanmalıdır.
- Dilekçe sahibi, adını ve açık adresini belirtmelidir.
- Dilekçeye eklenecek ek belgeler yazının sonunda “ekler” başlığı altında maddeler halinde sıralanmalıdır.
- Bir konu üst makamın bilgilendirilmesi amaçlanmışsa “.... Durumu bilgilerinize saygılarımla arz ederim”; üst makamın bir sorunu çözmesi ya da bir işlemi başlatması isteniyorsa “gereğini saygılarımla arz ederim”; yapılacak bir işlem için izin isteniyorsa “izinizi saygılarımla arz ederim” gibi saygı ifadeleriyle son bulmalıdır.
- Genel kısaltmalar dışında kısaltma kullanılmaz.
- Dilekçe yalnızca makamlara hitaben yazılır; kişilere hitaben dilekçe yazılmaz.
- Üst makam alt makamdan isterken rica eder, alt makam ise üst makamdan isterken arz eder. Vatandaşlar yalnızca arz eder.

- Arz etmek zaten saygı anlamı içerdiği için saygıyla arz edilmez. Arz etmek saygıyla sunmak anlamına gelir.

Dilekçedeki Öğelerin Yerleşimi Nasıl Olmalıdır?

Genel bir dilekçede 6 temel öge vardır:

1. Tarih
2. Makam adı (ve gerekirse ili veya açık adresi)
3. Konu metni
4. İmza
5. Dilekçeyi yazan kişinin adı
6. Dilekçeyi yazan kişinin adresi

Örnekler:

İSTANBUL ÜNİVERSİTESİ
FEN FAKÜLTESİ
MOLEKÜLER BİYOLOJİ VE GENETİK BÖLÜMÜ BAŞKANLIĞINA

Üniversitemiz Fen Fakültesi Moleküler Biyoloji ve Genetik Bölümünün numaralı öğrencisiyim. Eğitim-Öğretim yılında MG227 (Staj I) / MG327(Staj II) kodlu seçimlik ders kapsamında staj yapmak istiyorum. Staj yapmak istediğim Kurum dır.

Gereğini arz ederim.

Adres: Adı ve Soyadı

İmza

Tel :
e-posta :

Ek:İlgili Kurumdan alınan kabul belgesi

<http://odevartezyen.blogcu.com/dilekce-ornegi/6302024>

T.C.

GERGER KAYMAKAMLIĞI
Taraksu İlköğretim Okulu Müdürlüğü

Sayı : 200/6 30.06.2005

Konu : Ramazan BAŞKAYA'nın Görevden Ayrılması.

İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İlgi : 28.06.05 tarih ve B.08.MEM.4.02.03-243/1484 sayılı yazınız

Okulumuz öğretmeni iken İlgi yazıyla Kahta/Horik İlköğretim Okuluna atanan
Ramazan BAŞKAYA 30/06/ 2005 tarihinde okulumuzdaki görevinden ayrılmıştır.
Gereğini arz ederim.

Ramazan BAŞKAYA

Taraksu İ.Ö.O.Md.

Ekler:

Görevden Ayrılma Dilekçesi

T.C.
..... VALİLİĞİ
İLKÖĞRETİM OKULU MÜDÜRLÜĞÜ

Sayı :510/ . ./... /200...

Konu :

Sayın Veli,.....

Velisi bulunduğunuz/.....sınıfındannumaralı.....
.../.../2005 tarihinde yapılandersi sınavına katılmamıştır.İlköğretim
Kurumları Yönetmeliğinin 38.maddesi gereği en geç beş gün içinde geçerli mazeretinizi
okul idaresine yazılı olarak bildirmeniz gerekmektedir.Aksi halde öğrenciniz bu
sınavdan (0) sıfır notu alacaktır.
Gereğini rica ederim.

Öğretmeni

Okul Müdürü

**ATATÜRK İLKÖĞRETİM OKULU MÜDÜRLÜĞÜNE,
BİSMİL**

Okulunuzda Matematik Öğretmeni olarak görev yapmaktayım. Daha önce görev yaptığım Bingöl ili Merkez 75. Yıl İlköğretim Okulundan kendi yazılı isteğimle 18.07.2005 tarihinde ayrılarak 19.07.2005 tarihinde Diyarbakır ili Bismil ilçesi Atatürk İlköğretim Okulunda göreve başladım.

Atamam isteğe bağlı olarak yapılmıştır. Ancak, 6245 sayılı Harcırah Kanunun 10. maddesinin (1) numaralı bendinde 12.08.2003 tarihinde Resmi Gazetede yayımlanan 4969 sayılı kanunla değişiklik yapılmış ve kanuna eklenen *“Kendi yazılı talepleri üzerine bir başka görev yerine gönderilen kamu görevlilerine harcırah ödenmez.”* hükmüne bağlı olarak tarafıma harcırah ödenmemiştir.

Ancak, isteğe bağlı atamalarda harcırah ödenmeyeceği ile ilgili Harcırah Kanunu 10. maddesinin (1) numaralı bendi Anayasa Mahkemesi tarafından 04.05.2005 tarihinde 2004/54 Esas ve 2004/24 Karar Sayısı ile iptal edilmiş ve iptal kararı 26 Kasım 2005 tarihli Resmi Gazete’de yayımlanmıştır. Bu durumda yasal olarak tarafıma yolluk ödenmesi gerekmektedir.

Bu yüzden yolluğumun Bingöl Valiliğinden (İl Milli Eğitim Müdürlüğünden) istenmesini istiyorum.

Yukarıda belirttiğim Anayasa Mahkemesi kararı çerçevesinde yolluğumun (harcırahımın) ödenmesi için gereken işlemin yapılmasını bilgilerinize sunar; gereğini arz ederim.

01.12.2005

Metin YILMAZ

ADRES:

Atatürk İlköğretim Okulu
21500 Bismil/DİYARBAKIR

Mebsis No: 7948476

İlk Göreve Başlama Tarihi: 24.09.2002

T.C.
GERGER KAYMAKAMLIĞI
Karuk İlköğretim Okulu Müdürlüğü

Sayı : 243/ 9 28.11.2005

Konu :Ahmet Elmacı'nın Göreve Başlaması.

İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

Okulumuz sınıf öğretmeni Ahmet ELMACI 28.11.2005 tarihinde okulumuzdaki görevine başlamıştır.

Gereğini arz ederim.

Ahmet ELMACI
Okul Müdürü

SAADET ONART İLKÖĞRETİM OKULU MÜDÜRLÜĞÜNE

KONAK- İZMİR

22.02.2006 tarihinde 6- A sınıfında saat 11:50 ‘de aşağıda belirtilen gündem

maddelerini görüşmek üzere veli toplantısı yapmak istiyorum.

Gereğinin yapılmasını arz ederim.

20.02.2006

Melahat TARHAN
Sınıf Rehber Öğrt.

GÜNDEM MADDELERİ

- 1.Açılış ve yoklama
- 2.Öğrencilerin başarı durumları ile ilgili velilere bilgi verilmesi
- 3.Öğrencilerin davranışları ile ilgili velilere bilgi verilmesi
- 4.6-A sınıfının ihtiyaçları ile ilgili konuşulması
- 5.Göz tarama testi sonuçları ile ilgili velilere bilgi verilmesi
- 6.Okul rehber öğretmenin konuşması
- 7.Öğrencilerin kılık kıyafet ve beden temizlikleri ile ilgili konuşulması
- 8.Velilerin çocukları ile ilgili söylemek istediklerinin dinlenmesi
- 9.Dilekler ve kapanış

<http://www.bilgipasaji.com/forum/ogretmenler-odasi-27/49573-egitimciler-icin-ornek-dilekceler.html>

Assignment:	Complete your CV and write a petition to an institution to describe your problem
--------------------	--

MODULE 5: Effective Presentation Skills (Oral & Power Point) &Active Listening

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3+3 hours
Prerequisites	None
Teaching Methodology	Power point presentation This course is delivered by in-class lectures, group discussion, individual and group activities.
Materials, Resources and Technology	- Cheung, Yin Ling. (2008). “Teaching Effective Presentation Skills to ESL/EFL Students” Available online: The Internet TESL Journal, Vol. XIV, No. 6. - http://cobweb2.louisville.edu/faculty/regbruce/bruce//mgmtwebs/commun_f98/ Verbal.htm - http://www.about-personal-growth.com/verbal-communication. html - http://www.actden.com/pp/unit1/1_main.htm - http://www.cmpe.boun.edu.tr/courses/cmpe492/common/CS S%20-%20Verbal%20Communication%20Skills.ppt - http://www.docstoc.com/docs/2174611/Presentation-skills-for-teachers - http://www.eruptingmind.com/verbal-communication-skills/ - http://www.gifted.uconn.edu/siegle/GoalValuation/section3. html - http://iteslj.org/ - http://www.itstime.com/aug97.htm - http://www.mindtools.com/CommSkill/ActiveListening.htm - http://www.rcmp-learning.org/docs/ecdd0011.htm - Teaching and Educational Development Institute. “Presentation Skills for Teachers”. Available online: http://www.tedi.uq.edu.au/downloads/Presentation_skills.pdf - http://tesl-ej.org/ej38/m1.pdf • Handouts for students

Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Use some practical techniques to make an academic presentation. - State their thesis clearly and support it with the use of visual materials. - Learn strategies to involve the audience in their presentation - Develop their nonverbal communication skills for an effective presentation. - Use pacing effectively. - Develop their computer skills to prepare a power point presentation. - Prepare a mini presentation. - Improve their listening skills - Define active listening and its relationship to communication - Describe active listening skills and their components - Learn strategies to listen to the others in an effective way. - Engage in and model active listening skills
--------------------------	---

Instructional Procedures

Verbal Communication

The basis of communication is the interaction between people. Verbal communication is one way for people to communicate face-to-face. Some of the key components of verbal communication are sound, words, speaking, and language.

At birth, most people have vocal cords, which produce sounds. As a child grows, it learns how to form these sounds into words. Some words may be imitative of natural sounds, but others may come from expressions of emotion, such as laughter or crying. Words alone have no meaning. Only people can put meaning into words. As meaning is assigned to words, language develops, which leads to the development of speaking.

The actual origin of language is subject to considerable speculation. Some theorists believe it is an outgrowth of group activities such as working together or dancing. Others believe that language developed from basic sounds and gestures.

Over 3,000 languages and major dialects are spoken in the world today. The development of languages reflects class, gender, profession, age group, and other social factors. The huge variety of languages usually creates difficulties between different languages, but even within a single language there can be many problems in understanding.

Through speaking we try to eliminate this misunderstanding, but sometimes this is a very hard thing to do. Just as we assume that our messages are clearly received, so we assume that because something is important to us, it is important to others. As time has proven this is not at all true. Many problems can arise in speaking and the only way to solve these problems is through experience.

Speaking can be looked at in two major areas: interpersonal and public speaking. Since the majority of speaking is an interpersonal process, to communicate effectively we must not simply clean up our language, but learn to relate to people.

In interpersonal speaking, etiquette is very important. To be an effective communicator one must speak in a manner that is not offending to the receiver. Etiquette also plays an important role in an area that has developed in most all business settings: hierarchical communication. In business today, hierarchical communication is of utmost importance to all members involved.

The other major area of speaking is public speaking. From the origin of time, it has been obvious that some people are just better public speakers than others. Because of this, today a good speaker can earn a living by speaking to people in a public setting. Some of the major areas of public speaking are speaking to persuade, speaking to inform, and speaking to inspire or motivate.

http://cobweb2.louisville.edu/faculty/regbruce/bruce//mgmtwebs/commun_f98/Verbal.htm

The Importance of Verbal Communication Skills

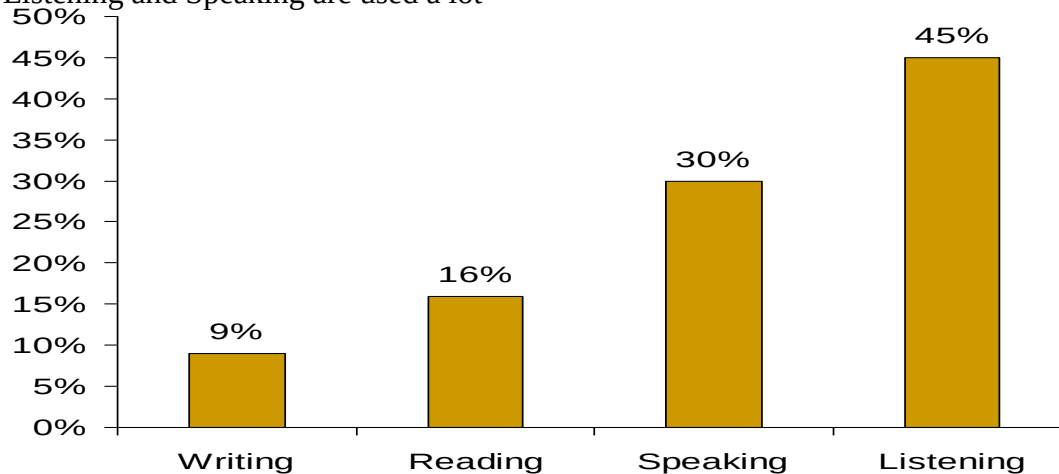
Your voice is an extremely powerful tool, and if you want to improve your communication skills you should not neglect the aspect of communication.

Yet despite the obvious importance of verbal communication skills, many people still overlook this form of communication by speaking in a flat, monotone and uninteresting voice.

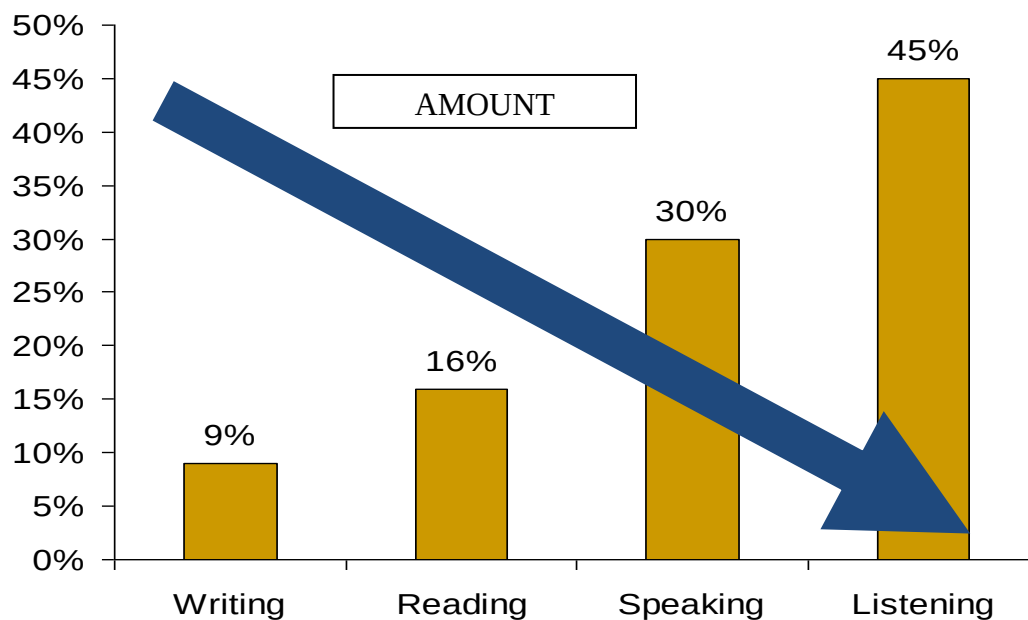
By learning how to speak in a way that is both interesting and powerful, you will find that people not only pay more attention to what you say, but will also be more willing to do what you say. They will be captivated by your words, and eager to follow you.

- Your voice is a powerful instrument, so use it!
- Changing your voice can change the meaning of your message.
- Having good communication skills will enhance many aspects of your life.

Listening and Speaking are used a lot



... But not taught enough



Tom Atkinson
Boğaziçi University Communication Skills Seminar (April 22, 2004)

<http://www.cmpe.boun.edu.tr/courses/cmpe492/common/CSS%20%20Verbal%20Communication%20Skills.ppt>

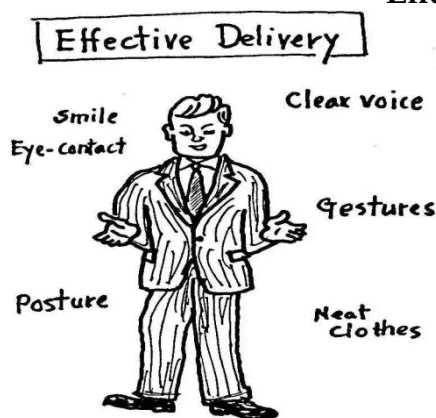
(A) Presentation skills for teachers

T- Which one do you prefer?



T- Your success as a teacher is largely determined by your ability and skill in communicating your message. Presentation skills are integral elements of the complex craft of teaching.

Technique (Skills)
+
style (individual expression)
=
Effective teaching practice



1. Macro organization

An academic presentation should consist of

Purpose- a statement that suggests the general goal of the presentation,

Objectives- the specific goals that you want to achieve by the end of a presentation,

Outline- refers to the different parts, sections or components in your presentation,

Introduction- start off with a word origin, an interesting question, a definition of a term, an analogy, or even a personal experience,

Conclusion- no new information should be introduced to this part;

- only summarize the key points of your talk
- use the phrases such as in a nutshell, the bottom line is..., what it boils down to is ... or other similar phrases.

2. Micro Organization

It refers to textual coherence, transitions, and connections from one part to another. Here are some useful phrases to make a smooth transition:

- I am going to switch gears,
- let's move on to the next part,
- next let's look at...,
- or next,
- I am going to talk about... .

1. Thesis and Support

Present your ideas clearly with explanations and plenty of examples. Sometimes, analogies are useful means to help explain an idea.

2. Strategies to Involve the Audience

Practical strategies to involve the audience are questions, comprehension checks, and tasks.

e.g. “Do you have any questions about this concept or this vocabulary that I just taught?”

- Always ask **specific questions** instead of general questions such as “Do you have any questions?”
- **Comprehension checks** are essential tools to involve your audience. e.g. “Is everyone with me so far?”, “Is everyone on the same page?”, “Can you repeat the definition of X, in your own words?”
- **Tasks** are small exercise to check the audience's understanding. e.g. Throw a question to the audience and encourage them to discuss it with the person sitting next to him/her for approximately thirty seconds to one minute. The audience will be asked to report their thoughts to the rest of the group.

3. Response to the Audience Input

If the answer from the audience is incorrect, the presenter can say good try or good guess.

Never say the word wrong or incorrect to embarrass those who try hard enough to produce a response.

If the answer from the audience is right, respond to them positively by saying very good, excellent, terrific.

4. Nonverbal Communication (NVC)

Do not afraid of using gestures, facial expression, and movement. Nonverbal behaviors have a powerful impact in the classroom.

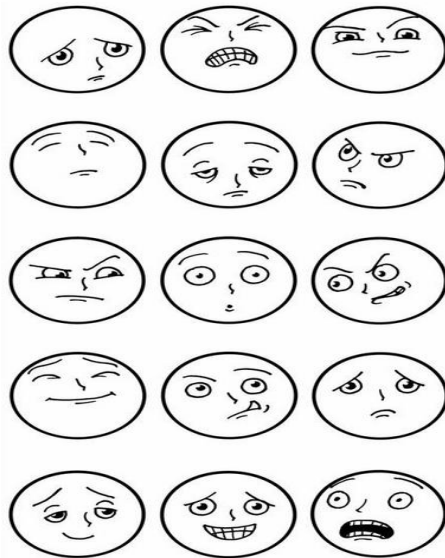
Use NVC to complement your verbal communication.

Keep your movements simple.

Do not, or at least avoid:

- afraid to move around the teaching space, so long a students can still hear what you are saying.
- pace nervously from one side of the room to the other.
- distract your audience.
- play with keys or coins in your pocket.
- use your hands too much, touching your nose or ears and excessive coughing.
- use gestures that indicate you are washing your hand of a situation or wringing your hands because of frustration.
- use a praying gesture as some may find this offensive or foot tap as this may be perceived as patronizing.
- use a pointer, pen, pencil or chalk to point at an individual may be perceived as offensive.

Use facial expressions to bring your presentation to life.



Maintain good posture- stand tall





Eye contact invites them to listen to you.

Allow your eyes to roam the audience and look into individual students' eyes.

Make them feel part of the class.

Make them feel that they are being directly spoken to

Do not:

- stare (intimidate).
- move your eyes from side to side (distraction).
- look out the window or at the clock (indicates boredom).
- look only at the training aids or chalk board (this can be perceived as impolite).
- look at your feet or at the ceiling (indication of nervousness or timidity).
- focus on one spot in the class.

5. Use Visual Materials

It is a good idea to supplement the talk with a handout containing key points of the presentation, pictures, or illustrations. Real objects are good tools to present an idea efficiently.

6. Pacing

Pacing means balancing the amount of information with the speed of presentation and the time allotted. Pause to give students time to think about what you're saying and for you to check your notes or prepare for the next point. Ensure that you pause long enough to allow note-taking. Avoid using vocal pauses such as "umm", "you know", "like", etc. This can be distracting.

7. Variety

Consider variation in use of teaching strategies, voice, questioning techniques, feedback to students, assessment, instructional technology, space in the classroom, etc. Adult learners have attention span of a maximum of 15 minutes.

8. Articulation/pronunciation

Speak clearly, pronouncing words carefully –don't mumble. Control your lips, teeth and tongue to assist you. Sloppy speech is associated with poor education, laziness and nervousness. Clear crisp words convey confidence, competence and intelligence. In

addition to speaking clearly, you should also speak concisely. Never ramble on for longer than is needed, and answer the question that has been asked of you.

9. Audibility

Students must be able to hear you. Check if your voice can be heard from back seats. Remember to increase volume since a mass of student bodies tends to absorb the sound. Speak more quickly to convey enthusiasm. Speak more slowly to emphasize key points or issues.



10. Pitch

Pitch is the musical quality in your voice that relates to the highness or lowness of your voice. Be aware that nervousness often results in extremes of pitch. A change of pitch can be used to indicate the beginning of new thought. Use inflection to support the meaning and for emphasis.

For example, take the sentence “I did not say I stole the money”. Read this sentence aloud or say it in your head a few times, but each time stress a different word by changing the pitch of your voice using inflections, of which there are 2 types.

Downward Inflection

The first are called downward inflections, and occur when you lower the pitch of your voice (make it deeper) on a certain word(s). This communicates confidence, authority and certainty.

Upward Inflection

The second type of inflection is called an upward inflection, and occurs when you raise the pitch of your voice on a particular word(s). Upward inflections communicate surprise, doubt and uncertainty.

11. Energy and enthusiasm

Inject physical and mental energy into your presentation. Your enthusiasm will be conveyed through your voice, gestures, and general commitment to what you are doing. Your choice of language is also important. Active words tend to motivate students.



12. Confidence

Appear confident (even when you do not feel so).

13. Use of notes

Do not read the entire lecture without lifting your head to look at the audience. Students can read by themselves. Tear yourself away from the notes. Look up occasionally during the reading.

T-What does the graphic tell you about this speaker?



<http://www.itstime.com/aug97.htm>

*** The instructor also gives some information about how to prepare an effective power point presentation at the end of this section.

Assignment	Students choose a topic of their interest and prepare a 5-minute-presentation for the next week. Their performance is evaluated both by the instructor and their classmates.
-------------------	--

(B) LISTENING SKILLS

Hear What People Are Really Saying

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

Listening and hearing are **not** the same. Hearing is the first stage of listening. Hearing occurs when your ears pick up sound waves which are then transported to your brain.

We listen to obtain information.

We listen to understand.

We listen for enjoyment.

We listen to learn.

We remember a dismal 25-50% of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they only really hear 2½-5 minutes of the conversation.

Listening is a communication process and, to be successful, is an active process. In active listening, meaning and evaluation of a message must take place before a listener can respond to a speaker. Therefore, the listener is actively working while the speaker is talking.

How can this happen? It is simple. Our thought speed is much faster than our speech speed. But be careful! Don't allow the thought speed to race into daydreaming. This habit will defeat your attempt to become an active listener.

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade negotiate. What's more, you'll avoid conflict and misunderstandings.

The Chinese believe that you need to use your eyes, ears, heart, and give undivided attention to really listen to what is being said to you.

The Chinese symbol



WHAT IS ACTIVE LISTENING?

The way to become a better listener is to practice “active listening”. This is where you make a **conscious effort** to hear not only the words that another person is saying but, more importantly, to try and understand the total message being sent. In order to do this you must **pay attention** to the other person very carefully.



You cannot allow yourself to become distracted by what else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to lose focus on what the other person is saying. All of these barriers contribute to a lack of listening and understanding.

Becoming an Active Listener

There are **five key elements** of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

1. Pay attention



- ✗ Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.
- ✗ Look at the speaker directly.
- ✗ Put aside distracting thoughts. Don't mentally prepare a rebuttal!
- ✗ Avoid being distracted by environmental factors.
- ✗ "Listen" to the speaker's body language.

- ✗ Refrain from side conversations when listening in a group setting.

2. Show that you are listening



Use your own body language and gestures to convey your attention. Nod occasionally. You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Smile and use other facial expressions. Note your posture and make sure it is open and inviting. Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions. Reflect what has been said by **paraphrasing**. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back. **Ask questions** to clarify certain points. "What do you mean when you say..." "Is this what you mean?" **Summarize** the speaker's comments periodically.

The process of giving feedback can be characterized by at least four qualities:

1. Effective feedback is immediate (is sent after the message is received).
2. Feedback should be an honest reaction to communication.
3. Feedback should be appropriate to the communication situation.
4. Feedback should be clear on at least 2 accounts. It should reflect the message not your mood or personal bias. It should be clear in meaning.

4. Defer judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message. Allow the speaker to finish and don't interrupt with counter-arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down. Be candid, open, and honest in your response. Assert your opinions respectfully. Treat the other person as he or she would want to be treated.

Active Listening Techniques



An important skill for teachers to master is **active listening**. When teachers listen actively, they send children the message that they are important enough to have the teacher's undivided attention. When a teacher is an active listener, she is able to guide children to solve problems for themselves. Active listening is a bit of a misnomer since it is your responses that are key in this technique.

Depending on what the child has said, an active response would be to (a) **paraphrase** what you have just heard (this could include helping the child label feelings or describe a situation), and when appropriate, (b) **ask a question that will lead the child to her own solution**. When a child has clearly described something that happened, an active response is one where the teacher restates the situation, labeling any feelings that have been shared. For example, Deloris comes to her teacher and says, "It's my turn to play with the kangaroo puzzle, and Lisa won't give it to me." An active response would be, "You sound angry, Deloris. What can you do to work this out with Lisa?" If Deloris has solved problems before she may be able to suggest talking to Lisa or sharing the puzzle. If not, the teacher would offer to go with her and guide her to tell Lisa what the problem is and help them come up with a solution. Although it would be easier for the teacher to tell Deloris and Lisa that they have to share or take the puzzle away until the children stop arguing, the active listening response lets the children know that the teacher has confidence that they can work it out. Teachers who use active listening understand that their goal is for children to learn to become active problem-solvers for themselves.

There are **four basic active listening techniques: encouraging, restating, reflecting, and summarizing**. Use encouraging responses such as "uh-huh", "go on", "I see", and "tell me more about that" to encourage the student to continue talking. You may be surprised at how much more a student will say with a minimal amount of encouragement. Restating responses such as "it sounds like you didn't do very well on your math test" or "you forgot your homework" mirror the facts that the student has shared. You may want to use restating responses to show that you understand what the student has said to you. You may also want to use restating responses when you think that the student may notice inconsistencies in his or her own statements. Reflecting responses such as "you seem to feel that..." or "you seem to be afraid that..." capture the essence of the feelings that the student has expressed. Summarizing responses pull important ideas and facts together. Summarizing statements establish a basis for further discussion and also help you to review what you've discussed and the progress that you have made. Examples of summarizing statements include "You're really not certain what you want to do" or "You seem pulled in two directions..." The chart details the purpose and procedures for the four different active listening techniques.

TYPE OF STATEMENT	PURPOSE	TO ACHIEVE PURPOSE	EXAMPLES
A. ENCOURAGING	1. To convey interest. 2. To keep the person talking.	Don't agree or disagree. Use noncommittal words with positive tone of voice.	1. "I see..." 2. "Uh-huh..." 3. "That's interesting.." 4. Tell me more about that
B. RESTATING	1. To show that you are listening and understand. 2. To let the person know your grasp the facts.	Restate the other's basic ideas, emphasizing the facts.	1. "If I understand, your idea is..." 2. "In other words, this is your decision..."
C. REFLECTING	1. To show that you are listening and understand. 2. To let others know you understand their feelings.	Restate the other's basic feelings.	1. "You seem to feel that..." 2. "You sound like you were pretty disturbed by this..."
D. SUMMARIZING	1. To pull important ideas, facts, etc. together. 2. To establish a basis for further discussion. 3. To review progress.	Restate, reflect, and summarize major ideas and feelings.	1. "These seem to be the key ideas you have expressed..." 2. "If I understand you, you feel this way about the situation."

SUGGESTIONS FOR ACTIVE LISTENING

Here are some suggestions for active listening presented by the Elmhurst College Learning Center:

1. Set a purpose for listening.

What do you want to achieve?
 Main ideas or details of the topic?
 Improved notes from class?
 Better ability to participate in class discussion?
 Staying awake during class lecture?

2. Concentrate on the message by eliminating internal and external distractions.

Examples of external distraction:

- classmates arriving late
- noise from outside classroom

Examples of internal distraction:

- concern over argument with friend from the night before
- worry about stack of papers on instructor desk due to be returned at end of class

3. Think of questions.

You may need to jot down questions to ask during class discussion or individually.

Informational Type: “I don’t understand....”

Clarifying Type: “Is it true that...?”

4. Capitalize on your faster thought speed.

Use this time wisely.
 Predict what will be discussed next.
 Evaluate evidence presented.
 Find links among topics or details.
 Think of additional questions or comments you might make.

5. Listen for transitions.

These are often specific clues to various parts of a lecture.

Introduction or Summary:

- Today’s lecture covers....
- Today I’d like to discuss....
- Let’s look at the topic of....
- To summarize....
- As a review....
- Recapping....
- In conclusion....

Cause and Effect:

- the cause of, for this reason, because
- as a result, results in, thus, therefore

Enumeration or Sequence:

- First, second, third
- First, next, then, finally
- Most important, least important
- In addition, last

Compare and Contrast:

- similarly, both, likewise, in like manner
- however, on the other hand, instead of, nevertheless

6. Hear the speaker out

Don't jump to conclusions.

Don't stop listening because of an emotional response to a word or topic.

Don't give up because the subject is difficult.

7. Be alert for other verbal and nonverbal cues

Tone of voice changes.

Item is written on chalkboard or overhead transparency.

Specific phrases may be used such as "Last semester...." or "Some students have had difficulty with this."

These phrases may be cues that details will be on the test.

8. Be prepared and be flexible.

If a chapter was assigned prior to lecture, read it.

If group work was to be completed, be sure you have done your part before the next class session.

Teaching styles differ among professors and disciplines. Some professors lecture and then ask questions of students on a daily basis; others prefer class discussion and wander from group to group.

Sometimes class sessions may wander to extended examples.

Act 1. The instructor hands out the survey below and asks learners to decide how the statements describe their behavior. After they complete their surveys she explains how they are going to evaluate themselves. Finally, she reads out the explanations provided for different scores and help learners find out whether they are good listeners or not.

LISTENING BEHAVIORS SURVEY

PRESENTED BY THE ELMHURST COLLEGE LEARNING CENTER

Read each statement and decide how that statement describes your behavior. Circle **YES** in the appropriate column. The interpretation for this survey is located below the survey. BUT don't peek. Be honest in your self-assessment.

STATEMENT	Always True of Me	Sometimes True of Me	Never True of Me
1. I stay awake during class.	yes	yes	Yes
2. I maintain eye contact with speaker.	yes	yes	Yes
3. I don't pretend interest in subject.	yes	yes	Yes
4. I understand instructor's questions.	yes	yes	Yes
5. I try to summarize the information.	yes	yes	Yes
6. I look for organizational patterns(e.g. causes and effects, listing of items).	yes	yes	Yes
7. I set a purpose for listening.	yes	yes	Yes
8. I forego the temptation to daydream during class.	yes	yes	Yes
9. I try to predict what will come next.	yes	yes	Yes
10. I take notes regularly.	yes	yes	Yes
11. I ignore external distractions such as loud noises, late arriving students.	yes	yes	Yes
12. I try to determine the speaker's purpose.	yes	yes	Yes
13. I recognize that the speaker may be biased about the subject.	yes	yes	Yes
14. I write down questions the instructor poses during class.	yes	yes	Yes
15. I copy down items from the chalkboard or overhead projector.	yes	yes	Yes

ANALYSIS OF RESULTS

Tally the three columns. Then refer to the interpretations below.

14-15 YES for Always True of Me

You're probably a fantastic listener, both in a classroom setting and among your friends. Keep up the good work.

12-13 YES for Always True of Me

You are a good listener but you need to fine tune a few of your listening skills. Choose behaviors to modify that you feel will easily improve your listening and classroom performance.

10-11 YES for Always True of Me

You need to change some behaviors so that you will get more out of classroom lectures. To improve your listening behaviors, you should start with any item that you marked as Never True. Then move to the Sometimes True column.

9 or Less YES for Always True of Me

OR

7 or More YES for Never True of Me

At this point in your academic career, you need to master listening skills for academic success. It will be difficult to find a situation in which you will not need to use listening skills. College class formats include lecture, class discussion, or group work. But there is hope!

http://www.elmhurst.edu/library/learningcenter/Listening/listening_behaviors_survey.htm

Act. 2

Students prepare to tell their partner a short anecdote (max. 5 min.)- preferably something which happened to them. Students work in pairs. A tells B their short anecdote. B concentrates on noticing very precisely what is said and how it is said. B sits in A's chair and pretends to be A. B retells A's story back to A, matching A's voice in terms of speed, tone and pitch. The instructor and the rest of the class give feedback to the participants.

Suggested activities:**1. Gossip game**

A person tells one person a short story (three to four sentences that are written down), the listener then whispers the story to his neighbor, and this continues until the last person tells the story out loud.

2. Play the game "I went to the market and I bought".

The learner repeats the initial object and adds another one which either begins or ends with the same sound.

3. Class memory quiz

Ask one student at a time to go to the front of the class. Ask the rest of the class to ask them any questions they like (as long as they are not too personal!)

e.g.

- a. What is your favorite color/food/band?
- b. What did you have for lunch?
- c. Which country would you most like to visit?

Try to make a note of some of the answers. When all of the students (or half of the students, if you have a large group) have been interviewed, explain that you are going to hold a quiz about the class. Get the students into small teams and ask them to put their hand up if they know the answer to a question, e.g.

- d. Which student likes Oasis?
- e. What is Ahmet's favorite food?
- f. Which two students would like to be famous?

Award a point to the first team to answer correctly. This game can be a lot of fun, and encourages students to listen to each other.

<http://www.teachingenglish.org.uk/try/activities/active-listening-activities>

4. Silly stories

The teacher can tell a silly story and ask learners put their hands up whenever they hear sth silly or she may just start a silly story and ask each student to add one sentence to complete the story. Every student has to listen to each other because although the created story is silly, the ideas should be in a logical order.

e.g. Once there was a man whose house was at the bottom of the sea. -----

5. Find it (for younger learners)

Gather a box of toys and stuffed animals in which some items have a common characteristic, such as color. Provide an oral description of one of the items, letting the children know that you will give the description only once, so they should listen carefully. Provide specific details that will help the students identify the mystery object. Select a student and have him find the object you described. Ask the class if the student found the correct item and ask how they know. Allow the students to take turns providing the description of an item to give them practice developing concise descriptions.

http://www.ehow.com/way_5312264_activities-introducing-listening-skills.html

MODULE 6: Communication Styles (Teacher Communicator Behaviors That Build Affect- Clarity, Immediacy and Humor)

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3+1 hours
Prerequisites	None
Teaching Methodology	Power point presentation This course is delivered by in-class lectures, group discussion, individual and group activities. Speaking activities based on caricatures
Materials, Resources and Technology	- Askildson, L. (no date). Effects of Humor in the Language Classroom: Humor as a Pedagogical Tool in Theory and Practice. Available online: http://w3.coh.arizona.edu/AWP/AWP12/AWP12%5BAskildson%5D.pdf Arizona Working Papers in SLAT – Vol. 12. (22.10.2009) - Bell, N. D. (2009). “Learning about and through humor in the second language classroom”. Language Teaching Research 13, 3, 241–258. - Chesebro, J. L. (2002). “Teaching Clearly.”in Communication for Teachers. Chesebro & McCroskey (ed) Boston: Allyn & Bacon. pp.93-103.

	- Chiasson, P. (2002). "Using Humour in the Second Language Classroom". The Internet TESL Journal, Vol. VIII, No. 3, http://iteslj.org/ - Ersanlı, C. (2010). Developing Prospective English Language Teachers' Comprehension of Texts with Humorous Elements. Ankara Gazi University: Unpublished Ph.D. Thesis - Gardner, S. (2002). "The Use of Humor in the Language Classroom". 岡山大学教育学部研究集録, 120 (1), 79-86. - Norton, R. (1983). Communicator Style: Theory, Application, and Measures. Beverly Hills, CA: Sage. - Richmond, V. P., Wrench, J. S. & Gorham, J. (2009). Communication, Affect & Learning in the Classroom (3rd ed.). Available online: http://www.cios.org/readbook/cal/cal.pdf - Russell, J. (2007). Using Humor in the Classroom. Teacher As Researcher II. Schlicte. December, 1, Available online: https://els.earlham.edu/gpe/files/30/226/JimR_2008.pdf - Sokolov, Ivan. "Humour in The EFL Classroom". Available online: www.betatefl.org/pages/publications/.../Ivan%20Sokolov.doc - Weaver, R. L. & Cotrell, H. W. (2001). "Ten Specific Techniques for Developing Humor in the Classroom". Education, Vol. 108, 2, 167- 179. Available online: http://www.faculty.armstrong.edu/roundtable/4717458.pdf - "Handling Humor in the Classroom". Available online: http://www.american-classroom-supply.com/humor-in-the-classroom.html - "Humor in the Classroom". (2009). Available online: http://www.criminologycenter.fsu.edu/jjeep/conference/JJEI_2009/Humor%20in%20the%20Classroom%20(Aug%2003,%202009.doc
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Define four of the components teacher communication style - Explain the importance of teacher clarity and the basic approaches one can take to improve clarity in the classroom. - Define teacher immediacy and how can be more immediate in the classroom using a range of nonverbal clues. - Learn using humor effectively in the classroom

Instructional Procedures

The instructor asks what comes into the minds of the learners when they hear the term communicator style. She then explains the concept of communicator style, types of communicator styles, teacher communication style, and educational outcomes making

use of the related chapter in the book entitled **Communication, Affect & Learning in the Classroom**.

Good teachers make good students. Good students make good teachers. Every teacher has a style of communicating. A teacher cannot not have a style of communicating. Even when a teacher is attempting not to communicate, there is a link to communication and communicator style.

Communicator Style Concept

Norton provided the theoretical framework and foundation for the construct of communicator style. He said, “style in the context of interpersonal communication is the way one communicates” (p.47). He continued to define communicator style “as the way one verbally, nonverbally, and paraverbally interacts to signal how literal meaning should be taken, interpreted, filtered, or understood” (p.58) (In Richmond, Wrench, & Gorham, 2009). He suggested communicator style is marked by the following characteristics: It is observable, multifaceted, multi collinear, and variable, but sufficiently patterned.

*** The instructor makes learners guess the characteristics of communicator style and then explains them in detail.

Communicator style is *visible*. It is visible, apparent, and observable. Norton states:

If one is said to have an animated style of communicating, then it is expected that certain kinds of liveliness can be observed that might be operationalized as a function of frequency of gestures, body movement, and actively expressive eye and facial behavior. (p. 47)

Every person, every student, every teacher has an observable style of communicating. One teacher might be more open and attentive than another teacher while another teacher might be more responsive and immediate than her or his close colleagues. While some styles have more distinctive, more visible characteristics than others, all communicator styles are observable.

Communicator style is *multifaceted*. Each person does not necessarily have one style, but aspects of many styles. A person can simultaneously communicate with a variety of complimentary communicator styles. For example, a teacher might simultaneously communicate in a friendly, attentive, and relaxed style throughout a class period. This is not to suggest that the teacher is moody or unpredictable. It simply says that each of us has a communicator style with many facets and we can communicate with others using a combination of communicator styles.

Communicator style is *multi collinear*. Norton states “this means that many style variables are not independent from each other; variance is shared” (p. 48). For example, to suggest that a teacher is dominant and dramatic suggests that the essential elements in the dominant style overlap with the essential elements of the dramatic style. If the dominant style requires more talk time and the dramatic style requires overstating, joking, and stories that heighten interest, then it is easy to see that they might be the same. However, a teacher can be dramatic without being dominant and vice versa. The

right combination of communicator styles could be very effective in communicating content and affect to students.

Lastly, communicator style is *variable*, but sufficiently patterned. While each person probably has a primary communicator style, he or she can, on occasion, deviate from his/her own primary communicator style. Norton states, “a style profile is not an absolute portrayal of the way a person communicates” (p. 49). Situational demands might influence a person to alter her or his primary communicator style. Norton concludes by stating, “In short, most style profiles are variable, but sufficiently patterned to create resistant expectations” (p. 50).

In conclusion, communicator style is observable, multifaceted, multi collinear, and variable, but sufficiently patterned. The more a student knows and communicates with a teacher, the more likely the student will be able to predict the primary communicator styles of that teacher. A teacher’s communicator style may be interpreted differently by different students. Lastly, teachers who seem to have no consistent, primary communicator style may be perceived by students as moody and unpredictable.

Act. 1. The instructor asks learners to get into pairs and hands out the description of one of the primary communicator styles.

T- Now get into pairs. I will write down these nine communicator styles on the board. Each pair will examine the characteristics of the style given to them and will act it out for the rest of the class. The rest will try to find which communicator style is being described. After the correct style is found the pair will explain the characteristics of this style to their friends.

Types of Communicator Styles

There are nine primary types of communicator style. We will discuss the style types and their corresponding communication behaviors and characterizations below.

Dominant Style

The dominant communicator style is reflected by the verbal and nonverbal components which signal a communicator is “in charge” or dominant. For example, a person using a dominant communicator style speaks very frequently, comes on strong, dominates informal and formal conversations, takes charge of conversations, directs conversations, exhibits dominant nonverbal behaviors such as vocally loud, speaking faster, little hesitating, dominant movements and gestures, and controlling eye contact. The person who uses a dominant communicator style is viewed by others as in control, competent, confident, self-assured, forceful, and competitive.

Dramatic Style

The dramatic communicator style is reflected by the verbal and nonverbal components which signal a communicator is vivid, striking, attempting to emphasize a point, or be dramatic. For example, a person using a dramatic communicator style has very picturesque speech; verbally or nonverbally exaggerates to emphasize a point; acts out,

tells jokes, anecdotes, or stories; highlights, stresses, and emphasizes points quite frequently. They may also overstate; understate; tell fantasies; use metaphors, allegories, sarcasm, or satire; and regularly use nonverbal behaviors which assist in the dramatization. The person who uses a dramatic style is viewed by others as memorable, visible, observable, attractive, and popular. However, many persons can only use this intensely vivid style on occasion. If used often, it may become wearing not only on the listener but on the speaker.

Contentious Style

The contentious style is reflected by the verbal and nonverbal components which signal a communicator is argumentative. For example, a person using a contentious style has an argumentative tone, has a difficult time stopping her or himself from arguing, enjoys arguing, often shows others proof to support their argument, insists upon preciseness from others in arguments, is quick to challenge others, and is generally quarrelsome. The person who uses a contentious style might be perceived in two diverse ways. They may be viewed as competent and confident like the dominant style or they may be viewed as unpleasant, rude, and aggressive. If used often, the contentious style might alienate individuals in the communicator's immediate surroundings.

Animated Style

The animated style is reflected by the verbal and nonverbal components which signal a communicator is lively, spirited, or outgoing. For example, a person using an animated style is very nonverbally and verbally expressive, uses many expansive gestures, and uses many facial expressions, gestures, body movements, and vocal variety. Their emotional state is generally known by those in their immediate surroundings, and they are highly expressive communicators. They may be viewed as outgoing, lively, memorable, excitable, and distinctive. People generally enjoy being around and communicating with an animated person. However, even animation can be taken to the extreme. If a person is animated at all times, they may be perceived by others as jumpy, emotionally immature, easily excited, and easily aroused.

Impression Leaving Style

This style variable refers to "whether a person is remembered because of the communicative stimuli he or she projects" (Norton, 1983, p. 68). Impression leaving depends on the source communicating cues that leave an impression and the receiver receiving and processing the cues that leave an impression. If either fails to adequately perform her or his function, then impression leaving may be nonexistent. Impression leaving is when a person's speech or style of presenting has left an impression on another, or the way a person presents her or himself leaves an impression on others. People whose communication activity leaves an impression have been memorable in some way. Of course, most persons want to leave a positive impression on others.

Relaxed Style

The relaxed style is reflected by the verbal and nonverbal components which signal a communicator is calm, cool, and collected. For example, a person using a relaxed style is very nonverbally and verbally relaxed, controls nervous mannerisms, calm while

speaking both orally and physically, and is generally viewed as a relaxed, calm, communicator. These persons are free from nervous mannerisms, habits, or behaviors. Their voice is calm, anxiety free and non anxious. Persons who use a relaxed style of communicating are perceived to be calm, competent, easy going, confident, and comfortable with themselves and the communication situation.

Attentive Style

The attentive style is reflected by the verbal and nonverbal components which signal a communicator is listening, being attentive, and is attending to or concentrating on the communication situation at hand. For example, an attentive person can repeat back what another has said, be empathetic with listeners, listen very carefully, appear as if they are listening, and react in such a way that it is clear they were listening intently and earnestly. Persons who use an attentive style of communicating are perceived to be listener-oriented, caring, effective communicators, empathetic, and good.

Open Style

The open style is reflected by the verbal and nonverbal components which signal a communicator is open, revealing, and honest. For example, people using an open style are very nonverbally and verbally open. They express emotions, attitudes, and feelings quite frequently. They often reveal personal, perhaps intimate things about themselves to others. It seems that the open style, like the contentious style, is a double-edged sword. Persons with an open communicator style may be viewed as highly self-disclosive and revealing, uninhibited, unsecretive, unreserved, and perhaps conversational. On the other hand, they could also be considered as too revealing, too open, too personal, too intimate, too outspoken, too frank, and unreserved.

Friendly Style

The friendly style is reflected by the verbal and nonverbal components which signal a communicator is outgoing, likes communication, likes her or his audience, is at ease with the audience, and is fond of and friendly with the audience. For example, a person using a friendly style is very nonverbally and verbally friendly: they smile a lot; laugh; show affection for others; show encouragement and support for others; express admiration for others; use others' first names; acknowledge others' verbal and nonverbal contributions; and are generally positive toward others. Persons with a friendly communicator style are usually perceived as sociable and outgoing, and are well-liked and well-received by others.

Precise Style

The precise style is reflected by the verbal and nonverbal components which signal a communicator is careful, directed, focused, and precise in their presentation. For example, a person using a precise style is very nonverbally and verbally directed, unambiguous, clear, focused, and pointed, often using nonverbal cues to emphasize or highlight certain valuable points in her or his communication.

Every teacher has a primary communicator style with recurring other styles that he or she can use effectively, ineffectively, appropriately, or inappropriately.

*** The instructor explains that based upon the research by Norton in educational environments, we have come to the conclusion that **six** of the communicator style components are essential to effective and affective teacher communication style. The six communication style components which comprise the teachers' communication style construct are: the friendly, precise, attentive, lively and animated, relaxed, and dramatic styles.

They recall the characteristics of these styles and discuss a bit more on these styles.

Teacher Communication Style

Teacher Communication Style (TCS) is the teacher's ability to verbally and nonverbally communicate effectively and affectively with the learner so that the learner's opportunity for optimal academic achievement is enhanced and their behavior is managed.

The **friendly** component of teacher communication style assumes that the teacher is friendly, outgoing, and sociable with the students. It also suggests the teacher confirms, supports, and encourages students in positive ways. The teacher who is friendly talks with and interacts with the students rather than teaching at or talking at the students.

The **precise** component of teacher communication style assumes that the teacher is precise, directed, and guiding as to the content the students should or should not know. It also suggests the teacher instructs in an unambiguous, precise style. Their communication is precise, orderly, coordinated, and to the point. These teachers are very good at explaining content, giving content, using examples to assist in their teaching, and being in control of their subject matter.

The **attentive** component of teacher communication style assumes that the teacher is attentive, listener-oriented, and focused. The attentive teacher is able to convey to the student that he or she is being listened to and what he or she says is being concentrated upon or focused upon by the teacher. In fact, the teacher demonstrates this by incorporating students' remarks and comments into the presentations and lectures. The attentive teacher is alert, actively listening, and actively absorbing what students have to say.

The **lively, animated** component of teacher communication style assumes that the teacher is lively, spirited, and enthusiastic both verbally and nonverbally. The teacher's nonverbal and verbal behaviors indicate he or she is actively involved in the art of teaching. Lively, animated teachers are more likely to be remembered by their students than nonlively, unanimated teachers. Lively, animated teachers are also more likely to visibly expend energy and movement to keep their students' attention when explaining content. These teachers are saying, "listen up and attend to this subject matter."

The **relaxed** component of teacher communication style assumes that the teacher is calm, in control, and collected in her or his communication behaviors. This teacher is

not hindered by nervous mannerisms, habits, or movements. They are seen by their students as in control, coordinated, competent, and confident.

The **dramatic** component of teacher communication style assumes that the teacher is occasionally outlandish and communicates for heightened effect. They often overstate, understate, or alter the literal meaning of content for heightened student awareness and attention. In addition, this teacher may use overstatement, understatement, wild comparisons, outlandish stories, metaphors, objects, pictures, movements, anecdotes, puns, jokes, sarcasm, and satire to secure students' attention.

It is important to note that while each teacher may exhibit a primary teacher communication style, a teacher's style can change based upon the situation and the audience. A teacher with good teacher communication style has a positive impact on students' cognitive and affective learning, has fewer student discipline problems, has students with higher self-concepts, has an increase in the amount of student feedback and honesty of feedback. The student/teacher relationship is more positive, the student/student relationship is more positive, and teacher satisfaction and self-concept increases as opposed to the mixed or poor teacher. The mixed or moody teacher has a negative impact on all student/teacher relationship variables and learning. Because of the unpredictable style of the teacher, the students become learned helpless and very little learning or communication takes place in the classroom.

The teacher's communication styles are inextricably related and are often used simultaneously. An effective teacher can "effectively communicate" with her or his students by using a variety of the teacher communication styles without being perceived by their students as moody or unpredictable. Each teacher must learn which teacher communication style to use in which instructional situation. Teachers who do not use the appropriate teacher communication styles are ineffective teachers.

In conclusion, teacher communication style is essential to positive instruction, positive communication between teacher and student, and positive communication between students. Teachers who do not possess effective teacher communication styles may be perceived as ineffective (perhaps even misbehaving) teachers.

Act. 2- Discussion

The instructor asks which style they would prefer and why. Which of these styles is the best?

Teacher Communicator Behaviors That Build Affect

A number of communicative behaviors have been shown to actually build affect in the classroom. This section is going to examine three specific sets of behaviors that have been directly linked to building affect in the classroom: clarity, immediacy, and humor.

*** The instructor asks what teacher clarity means to the learners? What should a foreign language teacher do to be clear? The answers are listed on the board and the learners note them down. Later she asks learners to scan the related part in the chapter.

Teacher Clarity

We all remember times when our teachers were nonsensical when they were teaching during class. Imagine sitting in a classroom when a teacher throws out these two phrases: “tintintibulation of the metallic cylinders” and “exuberance on the celestial sphere.” While these two phrases may seem a little daunting at first, the actual meanings are quite simplistic. The first phrase can commonly be said as “jingle bells”, and the second phrase is “Joy to the World.” These two common Christmas carols can serve as a good example of the problem of teacher clarity. The first two phrases, although correct, are neither meaningful nor clear to your average person. Instead, the use of the second two phrases is obviously clearer. Often teachers get so caught up in “teaching jargon” that the meaning of a lesson is lost on its students. We as teachers, need to truly focus more of our energy on making sure that our students are able to understand us in the classroom.

So, what is teacher clarity? Eisenberg (1984:29-30) discussed the term clarity in terms of organizational communication when he wrote:

Clarity ... is a relational variable which arises through a combination of source, message and receiver factors.... In trying to be clear, individuals take into account the possible interpretive contexts which may be brought to bear on the message by the receiver and attempt to narrow the possible interpretations. Clarity, then, is a continuum which reflects the degree to which a source has narrowed the possible interpretations of a message and succeeded in achieving a correspondence between his or her intentions and the interpretation of the receiver (In Richmond, Wrench, and Gorham, 2009: 175).

In essence, a person who has achieved clarity has limited the possible number of interpretations that could be made for what he or she communicated. We’ve all experienced periods in our life when we have been misunderstood or have misunderstood someone because of a lack of clarity in the communicated message.

Civikly (1992) identified five behaviors that students saw as separating the most clear teachers from the least clear teachers:

- (a) Gives the student individual help;
- (b) Explains something and then stops so students can think about it;
- (c) Explains the work to be done and how to do it;
- (d) Repeats questions and explanations if students don’t understand them; and
- (e) Asks students before they start to work if they know what to do and how to do it.

While each of these five behaviors aid in clarity, each of these concepts are affect related as well. Taking the time to slow down and be clear is an easy way for a teacher to demonstrate that he or she cares about her or his students.

Lowman (1984:12) summed up the issue of clarity in the classroom when he wrote, “Outstanding teaching is characterized by stimulation of emotions associated with intellectual activity: the excitement of considering ideas, understanding abstract concepts and seeing their relevance to one’s life, and participating in the process of discovery” (In Richmond, Wrench, and Gorham, 2009: 175).

Chesebro (2002) broke communication clarity in the classroom down into two major categories of clarity: verbal and structural. Verbal clarity is a teacher's ability to lecture in a fluent manner (few verbal surrogates like "uhs" and "umms"), clearly explain course content, and use appropriate and meaningful illustrations to help students further understand the content. Structural clarity relates to the teacher's ability to maintain and inform her or his students about the structure of lesson before, during, and after the lesson. Teachers need to preview what will be learned during that class period. Teachers need to organize the material in a manner that makes sense and does not seem to jump around a lot. When switching topics during a lecture, a teacher needs to make sure that he or she clearly transitions from one topic to the next to avoid leaving any students behind. When the lecture is over, the teacher needs to go back over the lecture and hit the highlights again to reiterate what has happened during the lecture. One idea to help with overall structural clarity is to provide students with skeletal outlines of a lecture. This allows students to stay on top of where the teacher is located in the lecture notes and know where the lecture is going.

The last part of structural clarity involves the use of visual aids. Students will take more away from a lecture when they are able to both see and hear content. This does not mean that teachers should go overboard and turn every lecture into a computer slide presentation, but if you are talking about the various sections of the human brain, students will remember more of your presentation if they can see either a model of a brain or a real one.

*** The instructor reminds learners the term immediacy from the previous classes (Nonverbal communication)

Teacher Immediacy

Mehrabian's (1971) original concept of immediacy examined the perceived psychological or physical closeness between two people. Though immediacy is strictly a perception concept, it has been shown to be very important in the learning environment.

Numerous research studies have shown that a student's perception of her or his teacher's immediacy in the classroom has an impact on all three of Bloom's knowledge levels: cognitive, affective, and psychomotor (Comstock, Rowell, & Bowers, 1995). In a study conducted by Richmond, Gorham, and McCroskey (1987), it was found that "moderate immediacy is necessary for cognitive learning and low immediacy may suppress such learning. However, high immediacy may not increase cognitive learning over that generated by moderate immediacy" (p. 587). Overall, a teacher's ability to be immediate with her or his students has been shown to greatly impact the learning environment.

Immediacy can come in one of two basic forms: verbal and nonverbal. While a lot of research has shown the benefits of both verbal and nonverbal immediacy, Richmond and McCroskey (2000) believe that nonverbal immediacy is by far more important in a learning situation (In Richmond, Wrench, and Gorham, 2009).

Verbal immediacy behaviors, in part, include behaviors like using a student's name in class; using inclusive language like "we" and "us", instead of exclusive language like "you" and "them", and clarity.

Nonverbal immediacy behaviors, like Comstock, Rowell, Bowers (1995) suggested, can be seen in all aspects of nonverbal communication.

Proxemics (*physical distance*). Immediate teachers have been shown to decrease the physical distance between themselves and their students. Immediate teachers will avoid having barriers between themselves and their students such as desks and podiums. Immediate teachers will also move in and around their students while teaching.

Haptics (*physical touch*). Immediate teachers have been shown to use appropriate touch around their students. A slight pat on the shoulder or upper back can be a sign of immediacy for most students. Teachers must be careful when they are touching students for fear of sexual harassment allegations. Before touching any student, think of the benefits and possible costs, and then touch with common sense.

Vocalics (*vocal variation and vocal expressiveness*). Immediate teachers are teachers who use a variety of vocal ranges. The opposite of vocal variety is the infamous monotone teacher whose very voice can put anyone to sleep. To be immediate, teachers should use a range of vocal behaviors that make the lecture varied and more pleasant to listen to during class. At the same time, being overly or constantly vocally animated is also non-immediate. Teachers should attempt to find a verbal style that is pleasant and effective.

Kinesics (*facial animation, open postures, gestural activity, and body relaxation*). Immediate teachers have been consistently found to have very specific kinesic patterns. Immediate teachers have faces that are animated and fun to watch while speaking. They also do not cross their arms in front of them or place barriers between themselves and their students. This open body orientation allows the students to connect with them on a deeper level. Immediate teachers also use more gestures than nonimmediate teachers. Non-immediate teachers tend to stand very stiff and do not move very much. Immediate teachers use appropriate gestures as a way to emphasize points and demonstrate what they are saying during class. Lastly, immediate teachers are more relaxed and in control of a teaching situation.

Eye Contact (*getting and maintaining eye contact*). Immediate teachers are teachers who look their students in the eyes. Students want to know that their teachers know that they are sitting there in the classroom. The easiest way to communicate that you know a student is there is to look at her or him.

Chronemics (*time orientation*). Immediate teachers are teachers who are seen spending more time with students, arriving early, staying late, and just making themselves more accessible to their students. Maybe consider getting yourself an e-mail address so your students can e-mail you. If you decide to make yourself this available and immediate, make sure you place limits on your availability for your own sanity. Tell your students that if they have a last minute question you will check your e-mail at a specific time, but you won't look before or after that time. This will place parameters on this tool for your benefit, but will also make your students feel that you are more accessible.

Physical Appearance (*physical qualities*). Physical appearance is the most important aspect of initial attraction. Teachers that are attractive are perceived as more immediate. This does not mean that you have to be a super model to be an immediate and affective teacher, but it is important that a number of characteristics are adhered to when concerned with dress. A clean-cut appearance is helpful in creating immediacy in the classroom. In addition, teachers should be careful not to wear clothing or accessories that are distracting. If your clothing or accessories clings or clangs while you walk, this is highly distracting and non-immediate.

*** The final part of the lesson is used to discuss the use of humor in the language classroom



What is humor?

Humor is any communication which is perceived by any of the interacting parties as humorous and leads to laughing, smiling or the feeling of amusement (Weaver & Cotrell, 2001)

Humor in the classroom



- laughter can create an open atmosphere for learning,
- gets and holds students' attention,
- increases retention of what is learned,
- fosters a constructive attitude towards mistakes, and
- stimulates both creative and critical thinking during a language classroom.
- Reduces tension, improves classroom climate, increases enjoyment and
- has a direct impact on the student-teacher rapport.

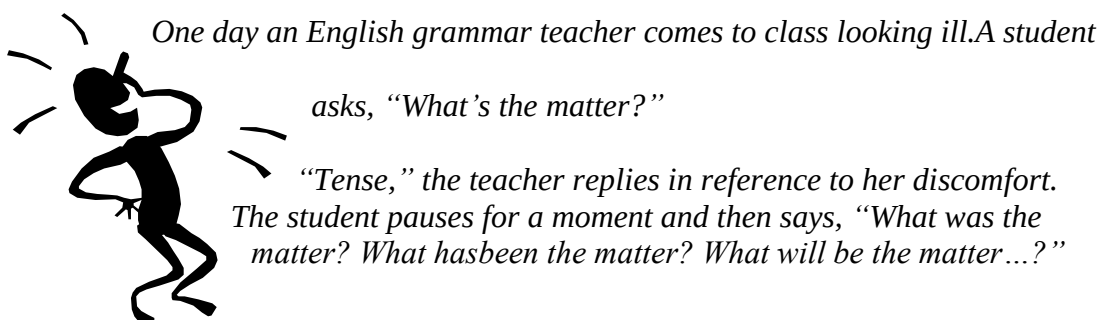
Humor materials

- can be used and transformed into activities that help students develop reading and listening comprehension,
- improve vocabulary and grammatical acquisition in a meaningful context, and

- facilitate language practice and communication.
- We should therefore not ignore it but instead make it part of our everyday classroom learning.

*** The instructor gives an example for using jokes in a language classroom.

JOKE



Some helpful hints on using humor in the classroom:

- Focus on the positive: Keep a light, playful mind set. This will help establish a warm, safe learning environment.
- Practice verbal and nonverbal playfulness: Try using facial animation: smile, make lively expressions, and let your eyes sparkle. Use comfortable body language and a relaxed voice. Make sure your nonverbal messages match your verbal messages.
- Use humor in a style that's comfortable for you: There are lots of ways to be humorous, and some styles may fit you more than others. Choose a style that feels natural for you.
- Keep a humor journal: Write down times when you used humor and it worked well. Look back on what happened and why your humor was well-received. Consider how you may use that same type of humor in the future.
- Target yourself not the students: To avoid a sense of threat, the safest target for humor is yourself, not your students. Never confuse humor with sarcasm.
- Use humor to defuse tension: Develop an ability to read your students' tension levels. When you sense some tension, try to break it up by making a funny remark or telling a funny story.
- Tie humor into the content: Humor does not have to be a diversion or digression from curriculum. Whenever possible, weave humor into what your students are already learning.

- Always keep your audience in mind! Middle school kids don't have the same sense of humor as elementary school kids or their teachers. Think about what they will find amusing and keep an ear open to what kind of jokes, cracks, remarks, and anecdotes show up in your students' conversations.
- Use humor at appropriate times: Use humor to keep your students alert and engaged, not as a way to gain popularity. Humor should be used briefly, within the lesson. It should compliment, not distract from, the lesson.
- Encourage humor among your students: Let them know that it is okay to have fun and joke around occasionally. Learning is fun!
- Don't exclude anyone: The whole class should feel included in the humor, not just a few popular, outgoing students or the class clown.



Some RULES for humor in the classroom

- **Never ever personal.** The three me, myself, and I are always safe targets.
- **Know your audience.** Age, gender, experience influence appropriate humor.
- **Be real.** False, shallow, or out of character attempts at humor will either fail and/or result in less than desired results.
- **Simple, short, direct** attempts usually more successful. If you have to explain it, don't use it.
- **Props are cool.** However, use sparingly. Use to assist, not the point of focus.
- **Being positive** and much more productive than negative.
- **Use real life events** as examples.
- **Create "unique" fictional environments.**

Some Ways to Introduce Humor

- **Jokes.** Unlimited. Requires appropriate selection, timing, and skill.
- **Icebreakers.**
- **Audio clips (including music).** Short better than long. Must relate to audience and content.

- **Questionnaires.** may include graphics, cartoons, jokes, or simply discuss topics in an unexpected manner.
- **Videos.** Short better than long. Must relate to audience and content.
- **Cartoons.** Tons available.
- **The “Unexpected”.... Almost anything out of the routine.** The result may not be funny, but almost always provides some benefit.
- **Spontaneous wit.** Very valuable. But require effort, practice, and willingness to “bomb” from time to time.
- **Planned wit.** Actually more difficult than spontaneous activities.
- **Active learning (action, plays, and role play).** Any thing occurs when people act in other “roles”.....they (and/or those watching) thing the whole episode is funny. Active learning (role play) requires pre-activity planning.

REMEMBER !!!!!!!!!!!!!!!



HUMOR

- Promotes positive environment.
- Breaks down communication barriers.
- Establishes common ground with the student.
- Helps reduce stress
- Helps content retention.
- Increased motivation.
- Increased student attentiveness.
- It's fun.....

Why Humor in the EFL Classroom?

Not only is laughter the best medicine, it can also be a very useful teaching tool. The use of humor in the EFL classroom can create the foundation for a greater meta-linguistic understanding of the language. Humor is cognition personified.

What better way to check reading comprehension than to give your pupils a joke or humorous story to read and wait for that smile or laugh once they understand what they have read? The miserable pupils who do not produce the smile or laugh are the ones who are having difficulty and need help. The same goes for listening comprehension. As for writing, writing funny stories or jokes can be a great incentive for creativity. In order to get your pupils accustomed to speaking out loud in class, have a different pupil prepare a joke to tell the class each day. Even if the pupils make mistakes while telling the joke, it's the punch line that counts and their sense of achievement at getting it across.

Phonetic games are fun and help improve pupils' phonetic awareness. Vocabulary games enrich the pupils' vocabulary and allow for practice and drill while keeping the activity interesting. Rhymes, riddles and puzzles improve pupils' cognitive awareness of the language, not to mention the remedial effect they have on pupils with learning differences.

Fun activities in class create a relaxed atmosphere which makes for better learning and easier teaching. Show your pupils you have a sense of humor. Don't wait for Purim to have a bit of fun in the classroom!

<http://www.etni.org.il/red/grapevin/grape3/default.htm>



There are certain psychological benefits of humor and laughter which can be exploited in the EFL classroom.

- Humor causes laughter and laughter helps to *release emotion and tension*. As the saying goes, 'laughter is the best medicine'.
- Laughing invokes *feelings of happiness and joy*. Under conditions of happiness, joy and merriment, it is much easier to *think creatively* around a problem than when our mind is filled with a sense of helplessness and inadequacy.
- Laughter helps to *bridge gaps* and promotes unity when people work in a team.
- Humor and laughter can be used to provoke *more real and risky communication*. A humorous comment may enable people to talk freely about uncomfortable issues or concerns.
- Humor is believed to be *beneficial to our health*.

What should teachers be careful about?

1. **Gender-** Be careful about sexist humor

2. **Maturity and age-**

age 8-9= jokes that consist of short and simple concepts

teenager= the jokes of the age feature sex, food, authority figures, any taboo subjects

adults= humor is subtler (e.g. Playing on words) and no longer judgmental

3. **Culture-** to understand the humor in the target language one has to know about the culture of that country.

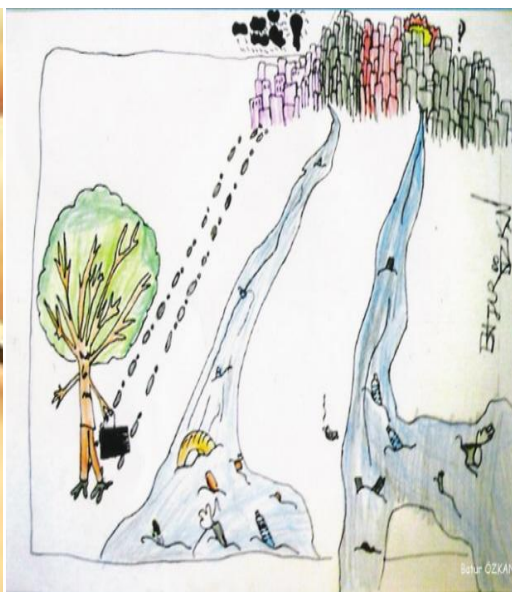
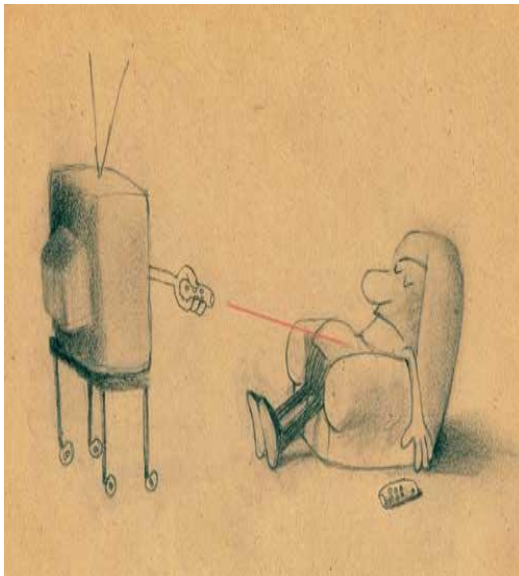
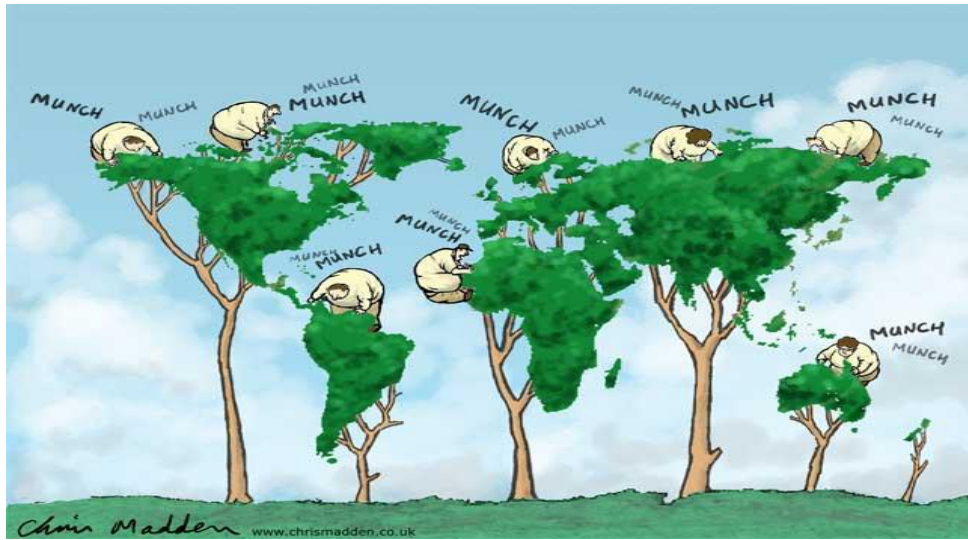
- Economical, political, religious and social issues are often the focus of jokes.
- Jokes which might be offensive to the students should also be avoided.

4. **Timing-** Teacher should be aware of his/her students' mood. Will they be receptive to a joke or will they experience it as annoying?

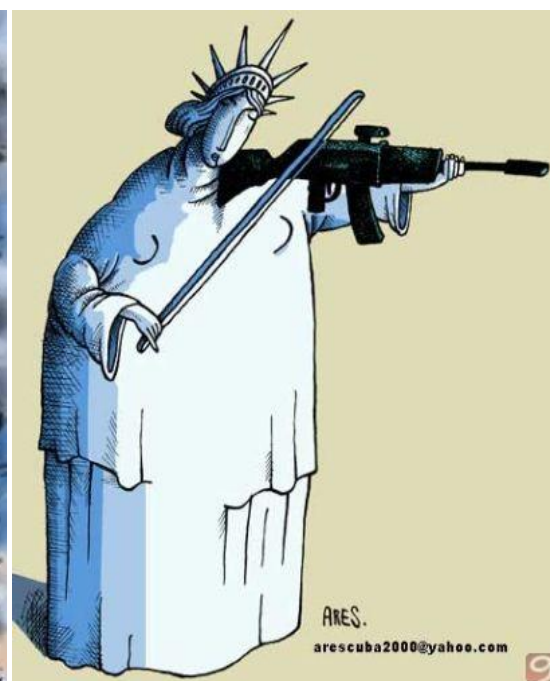
Some activities to show how to use humor in the classroom

The instructor calls a student and asks him/her to choose a caricature from the envelope. S/he thinks about it for a while and then talks about it for a few minutes. This can be done as a pair or group work as well. Here are some sample caricatures:









Suggested activity

Learners read the given humorous texts and answer the related questions. This may help them develop their humor competence.

Dumb Policeman

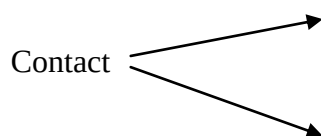


A policeman stops a lady and asks for her license. He says "Lady, it says here that you should be wearing glasses."

The woman answered "Well, I have contacts."

The policeman replied "I don't care who you know! You're still getting a ticket!"

1- What are the possible meanings of the word "contact"?



2- Which of the following is true for the woman?

- a) She has friends who have high status
- b) She does not respect policemen
- c) She does not always wear her glasses
- d) She has eye deficiency

3- Based on the text how would you describe the policeman?

Text 2

Want to Buy a Watch?

Standing at the bar, all alone, Jim Flynn was approached by a stranger.

"Hey there," said the man out of the corner of his mouth, "Wanna buy a watch?"

"What's it like?" asked Rynn.

"Sh!" said the stranger. "The fellow next to you is still wearing it!"

1- The last underlined sentence indicates that _____

- a) the man next to Jim wears the same type of watch that the stranger wants to sell Jim.
- b) the stranger had some difficulty in understanding Jim's question.
- c) the stranger wants to do something illegal.
- d) the stranger is a very humorous man.

2- In your opinion what might be the stranger's occupation?

Text 3

Two elderly ladies had been friends for many decades. Over the years they had shared all kinds of activities and adventures. Lately, their activities had been limited to meeting a few times a week to play cards. One day they were playing cards when one looked at the other and said, “Now don’t get mad at me... I know we’ve been friends for a long time...but I just can’t think of your name! I’ve thought and thought, but I can’t remember it. Please tell me what your name is.” Her friend glared at her. For at least three minutes she just stared and glared at her. Finally she said, “How soon do you need to know?”

1- Find an appropriate title for text 3.

2- Which of the followings is true (T) or false (F) according to the text?

Once they had many adventures ()

They usually argue about something while playing cards ()

They do not have good memories ()

They are not fond of each other ()

One of them gets mad at the other ()

When asked what her name is, she couldn’t remember it ()

Now that they don’t spend their time in a very active way ()

Ersanli, C. (2010)

Assignment	The class is divided into three groups. Three instructional strategies, namely lecture, discussion and group work, are introduced. Each group is assigned to make research about these topics for the next week. Each group member is supposed find articles, scientific studies, etc. on their own group topic so that they can brainstorm and discuss what they within their own groups.
-------------------	--

MODULE 7: Instructional Communication Strategies

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	Yİ115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3 hours
Prerequisites	None
Teaching Methodology	This course is delivered by in-class lectures, group discussion, individual and group activities. Power point presentation
Materials, Resources and Technology	- McCroskey, J. C., Richmond, V. P. & Richmond, V. (2006). An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training. California: SAGE - Richmond, V. P., Wrench, J. S. & Gorham, J. (2009). Communication, Affect & Learning in the Classroom (3rded.). Available online: http://www.cios.org/readbook/cal/cal.pdf . - Wallace, M. J. (1991). Training Foreign Language Teachers: A Reflective Approach. Cambridge: Cambridge University Press.
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Learn how to use different instructional communication strategies in teaching process. - Learn ways to adapt different strategies according to the needs of their future students. - Gain knowledge of how to prepare, present and end a

	lecture - Discuss the advantages and disadvantages of using lecture in their classes. - Start and maintain a discussion - State the benefits and disadvantages of discussion in language classes - Explain the differences between closed and open questions as well as how they can make use of them - Increase their awareness on different discussion modes such as buzz group, snowball group - Learn how to form a group - List the advantages and disadvantages of using group activities in language classes
--	--

Instructional Procedures

There are different instructional communication strategies but the instructor chooses three basic strategies to focus for the students.

The instructor divides the class into three groups previous week and asks them make a research about the topics they are assigned. After a short review of the previous class, in this class, the learners form their groups. Members of the each group share whatever they have found about the topic with the rest of the group members.

At the end of this brainstorming and discussion period, each group prepares a report to present their findings. They focus on what this instructional communication strategy is; advantages and disadvantages of using them in language classes; ways to maximize the effectiveness of these strategies, and so on.

A presenter from each group presents their instructional communication strategy and share ideas with the other groups.

At the end of the course, the instructor makes a power point presentation to summarize what is being discussed so far and to add the missing points.

INSTRUCTIONAL COMMUNICATION STRATEGIES

- 1) The Teacher as a Speaker (Lectures)
- 2) The Teacher as a Moderator (Discussion)
- 3) The Teacher as a Manager (Group activities)

Employing a variety of instructional strategies appeals to various learning styles and tends to keep teachers and students becoming indifferent.



LECTURING

Lecture has long been the standard method of instruction in which knowledge is passed from instructor to students. Teacher is the focus of the classroom activity whereas students are passive observers. S/he assumes the role of instruction-giver. Effective lecturers combine the talents of scholar, writer, producer, comedian, showman, and teacher in ways that contribute to student learning.

Types of lecture

Formal lecture: An oral presentation where the purpose is to inform, persuade, or entertain with little or no verbal participation by the listeners.

Informal lecture: A kind of lecture which is delivered informally. Usually this means that audience reaction during the lecture is welcomed.

Gapped lecture: A kind of lecture which is interspersed with other types of activity, eg GROUP WORK

Lecturette: A lecturette is a structured presentation with limited student participation, usually 15 – 20 minutes, with a clear focus or theme. A lecturette is used when you have a large audience and a lot of information to impart. It can be used when you want to move or convince your students emotionally. It can also be used when the content is theoretical or conceptual.

Preparing a lecture

- The lecture should build on students' existing knowledge.
- It is also helpful to think carefully about the learning goals.
- Be comfortable with the instructional material. (review the related course materials, thinking of questions to ask students)
- Do not plan to lecture for the full period. Plan on mini-lectures interspersed with brief student activities.
- Be clear about what can reasonably be accomplished by lecturing.

Starting a lecture

- Hook the listeners' attention from the start.
- Raise a question to be answered by the end of the hour.
- Explain the relationship of the lecture content to professional career interests, the real world.

- Relate lecture content to previous class material.
- Tell students how they are expected to use the lecture material.
- Make use of a personal anecdote or tell relevant funny story or joke
- Provide an overview of the lecture.
- Give the lecture an intriguing title.

Presenting the lecture

- Vary voice projection and fluctuation, and speak at an appropriate pace.
- Cultivate an inviting learning atmosphere and try to build good rapport with students.
- Speak to the students, not to the chalkboard, walls, notes, or floor.
- Speak loudly enough.
- Infuse a sense of humor into their lecture.
- Maintain eye contact with students.
- Enthusiasm should be shown for the lecture.
- Use of gestures and physical movements that help complement verbal statements is recommended.
- Distracting gestures or physical movements are best avoided.
- Controlling the physical environment can be very helpful for students' comfort and concentration.

Ending the lecture

Possible ways to end the lecture include:

- Reiterating the main points, without cueing that it is a summary, and indicating where the class is now.
- Asking a student to summarize the lecture's key concepts.
- Restating what key issues students are expected to have explored from the lectures and inviting questions and/or comments.
- Creating suspense such as posing a question for discussion during the next class session.

Advantages of lectures

- Lectures can communicate the **intrinsic interest** of the subject matter.

- Lectures in university settings can provide students with **role models** of scholars in action.
- Lectures can convey material otherwise unavailable, including **original research** or recent developments that have **not yet made it to publication**.
- Lectures can organize material in a special way. They may be a **faster, simpler method of presenting information** to an audience.
- Lectures can convey **large amounts** of factual material **in a limited time** frame.
- Lectures can speak to **many listeners at the same time**.
- Lectures permit **maximum teacher control**.
- Lectures present **minimum threat to students**.
- Lectures **emphasize learning by listening**, an advantage for students who learn well this way.
- Lectures offer face-to-face confrontations with other humans.

Disadvantages of lectures

- Lectures put **students in a passive** rather than active role.
- Lectures **lack feedback** to both the instructor and the student about the students' learning.
- They encourage **mainly one-way communication**.
- Lectures **require effective speaking skills and use of voice**.
- Lectures place the **burden** of organizing and synthesizing content **only on the lecturer**.
- Lectures are **not well suited to complex, detailed, or abstract material**.
- Lectures assume that **all students are learning at the same pace and at the same level** of understanding.
- Lectures tend to be **forgotten quickly**.
- Most people **cannot listen effectively** to a lecture **over a sustained period of time** (attention span- 15 minutes or less).
- The effectiveness of a lecture **depends upon the educational level of the audience**.
- The lecture **is less effective** with those who learn more proficiently in ways **other than listening**.
- Lectures are **less effective than active learning** in promoting thinking or changing attitudes.

Ways to maximize lecturer's effectiveness

- Cover material for only half of the allotted time and use the rest to reinforce and repeat the information with examples and illustrations.
- Relate the concepts to the students' own experience.
- Take time to introduce humor.
- Develop visual aids for multi-sensory appeal.
- Inform students about what they are about to learn.
- Help students chunk the information into meaningful units.

DISCUSSION



It allows students to formulate principles and applications in their own words, giving a sense of ownership to course content. Discussion provides teachers with prompt feedback on how students are processing information. It also gives students time to think.

Problems... & Solutions

Students often do not want to be the initiators and do not come to class with questions.

Solution: Teachers should plan questions to ask. There are two basic types of questions: closed, open questions.

Closed questions

- ❖ Have only one or limited number of correct responses.
- ❖ They are good way of keeping students on their toes but **rarely** foster discussion.

e.g: What year did the civil war begin?/ Can anyone explain how a rainbow is made?

- ❖ Teachers should avoid calling on individual students who do not signal their willingness to participate.
- ❖ The teacher is still the primary focus of the S-T interaction.

Open questions

- ❖ Appropriate for getting at analysis, synthesis, and application objectives.
 - ❖ They do not have right answers although students may be challenged to defend their positions, they can never be wrong.
 - ❖ They motivate discussions among students.
 - ❖ The teacher steps back into a moderator's role, and the focus is on the discussion atmosphere.
- e.g. Suppose you discover that your wonderful one-year-old child, because of a mix-up at the hospital, is not yours? Would you want to exchange the child to correct the mistake?
- Would you accept twenty years of extraordinary happiness and fulfillment if it meant you would die at the end of that period?

Buzz group

Large or small classes are broken into small groups of students to discuss a particular issue for 5 to 10 minutes. One student acts as reporter and/or scribe. Depending on the size of the group, all or some groups are called upon to report on their discussion. Buzz groups can assist in engaging students in more active learning and can give them opportunities for practice in problem solving and critical thinking.

Pyramid group (Snowball group)

The class is divided into groups. After some time, pairs of groups are joined together and continue the discussion. This procedure goes on till there is only one group, comprising the whole class.

Debate

The division of a class or individuals into groups to represent particular points of view on a controversial topic. Each group works to develop an argument to support its allocated point of view. The instructor is responsible for setting up the proposition, enforcing the rules of the debate, and summarizing the discussion and results of the debate.

Socratic method (Elicitation)

The systematic posing of questions or dilemmas in order to direct students' thinking along predetermined paths.

Individuals or groups are asked to pool their thoughts, experiences and responses to arrive at a solution to the question.

The emphasis of the questions should be on critical evaluation and problem solving not mere factual recall.



GROUP-BASED LEARNING

Any form of learning activity which is done by groups of learners working together. There are three main reasons for using group-based learning:

1. active involvement is necessary if ‘real’ learning is to occur.
2. a varied learning environment meets the needs of different types of students
3. group activities provide a sound basis for the development of the skills required for employment

Small groups

Small group projects typically involve two to six students working together on a common task. They provide an opportunity to maximize students’ active involvement in class, to develop their interpersonal communication and cooperation skills, and to reinforce their knowledge through peer teaching.

Teacher’s roles

- Manager of resources and personnel
- Should clearly define the task at hand, and provide guidance as to time-lines and the organization of various steps needed to complete the assignment.
- Should consider the composition of task groups and make strategic decisions on how they will be performed.
- Should be able to provide groups access to the information and materials they require to accomplish their tasks.
- Should monitor the groups’ progress.

Advantages

- Engages students in learning process.
- Promotes learner responsibility and autonomy.
- Provides an environment which facilitates student interaction and contribution.
- Can make it easier for shy students to contribute.
- Breaks the ice.
- Provides a rich learning environment.
- Promotes cooperative work and negotiation.
- Enhances development of teamwork, communication and interpersonal skills

Disadvantages

- It is likely to be noisy.
- Group dynamics may hinder student learning.
- May not suit all learning styles.
- Difficult to assess individual learning outcomes.
- Teachers may be unsure of their role. Some teachers feel they lose control.
- Students' errors may be reinforced in small groups.
- Teacher cannot monitor all groups at once.
- Same students may be dominant whereas others may be passive if they work in the same group repeatedly.

Brainstorming

Students are invited to quickly and freely generate ideas/ responses to a question or problem or topic. This may be done in a variety of ways - individually by students on paper and then responses are summarized on the whiteboard by the teacher or in small groups with one student writing down the responses for later feedback to the whole class.

Jigsaw learning

A teaching strategy where each student works on one part of a learning task and then works collaboratively with a group of other students to combine the various parts and complete the activity.

Seminar

A small group approach in which one student presents a paper on a topic or presents an interpretation or reading of a journal article or text. A discussion of the interpretation and the underlying assumptions and values of the student's presentation then takes place. The seminar works best when all students have some background knowledge of the topic and are willing to participate in the discussion

Conclusions...



All modes carry certain advantages and disadvantages. Whatever mode of teaching and learning is used, its success cannot be taken for granted. A specific mode may be appropriate for one group of trainees but may not work well enough for the other group. Variety makes teaching more interesting for the tutor and adds space and stimulus to the learning process. A teacher wears many hats: speaker, moderator, manager, etc. Most teachers look good in all of them, and most students get rid of looking at the same one every day.

MODULE 8: Classroom Anxieties and Fears

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3 hours
Prerequisites	None
Teaching Methodology	Power point presentation This course is delivered by in-class lectures, group discussion, individual and group activities.
Materials, Resources and Technology	- Akram, M. (2009). “Communication Apprehensions in English Language Classrooms in Schools in Pakistan.” Language in India: Strength for Today and Bright Hope for Tomorrow Volume 9: 7. ISSN 1930-2940 Available online: www.languageinindia.com - Atay, D. and Kurt, G. (2006). Prospective Teachers and L2 Writing Anxiety. Asian EFL Journal. Vol. 8,4, 100-118. - Bekleyen, N. “The Influence of Teachers and Peers on Foreign Language Classroom Anxiety”. Available online: dergiler.ankara.edu.tr/dergiler/27/745/9525.pdf, pp.49-66. - Bowen, A. D. (2004). “Overcoming the Fear of Speaking in a Foreign Language: A Study of the Role that Selected Humanistic Techniques Play in Reducing Language Anxiety Associated with Oral Performance in the TESOL Classroom”. Available online: uir.unisa.ac.za/bitstream/10500/1827/4/00front.pdf - Çelebi, S. (2009). Teachers and Students’ Views on Anxiety in English Classrooms and Attitudes towards English. Adana: Çukurova University Unpublished MA Thesis. - Katalin, P. (2006). Foreign Language Classroom Anxiety:

	A Classroom Perspective. In M. Nikolov & J. Horváth (Eds.), Empirical Studies in English Applied Linguistics(pp. 39-58). Pécs: Lingua Franca Csoport. - Anxiety in Language Learning. Available online: http://www.studentpresskit.com/index.php?option=com_content&view=article&id=45:anxiety-in-language-learning
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Define communication apprehension, receiver apprehension, writing apprehension, evaluation apprehension - List and discuss potential causes of student anxiety - Provide strategies for reducing classroom anxiety

Instructional Procedures

COMMUNICATION APPREHENSION

Communication apprehension (CA) is the fear or anxiety associated with either real or anticipated communication with another person or persons (Richmond & McCroskey, 1998).

It has been estimated that 20% of the student population in a school may suffer from communication apprehension.

Communication apprehensive students tend to be low verbalizers and often only speak when forced to do so.



The student who is highly communicatively apprehensive:

- tends to suffer from general anxiety,
- has a low tolerance for ambiguity,
- lacks self-control,
- is not adventurous,

- lacks emotional maturity,
- is introverted,
- has low self-esteem,
- is not innovative,
- has a low tolerance for disagreement, and
- is unassertive.

The student who has a low level of communication apprehension:

- tends to have low general anxiety,
- tolerates ambiguous situations,
- has a high degree of self-control,
- is adventurous,
- is emotionally mature,
- is extroverted,
- has high self-esteem,
- is innovative,
- is able to tolerate relatively high levels of disagreement, and
- is assertive.

CA can cause a student who is quiet to be perceived in a less positive way than the student who is outgoing. They tend to have:

- less opportunities to correct learning mistakes, receive less attention from the teacher,
- receive less reinforcement when they do something well,
- ask for assistance less frequently,
- volunteer to participate less, and
- receive lower grades on class participation reports.

Types of apprehension

Receiver Apprehension

- “The degree to which individuals are fearful about misinterpreting, inadequately processing, and/or being unable to adjust psychologically to messages” .

- It refers to how people feel about receiving communication or information from others.
- Students who were highly apprehensive about receiving information performed less well than students who were not apprehensive about receiving information.

Writing apprehension

- The fear or anxiety associated with writing situations.
- Students with extremely high writing apprehension are troubled with many kinds of writing and are likely to avoid it in most situations, even the classroom.
- Students who are afraid of writing situations do less well academically in school, achieve less, and avoid fields and careers that require a lot of writing.

Teacher Apprehension

- Students who have teacher apprehension are generally apprehensive about relating to teachers in the school environment (when being approached by or communicated with by any teacher).
- Teacher apprehension can have far reaching impacts on student academic performance and communication.

For example, students with teacher apprehension are often perceived by their instructors as unapproachable, unfriendly, unpleasant, and uninterested.

Students who have teacher apprehension are less likely to

- ☐ seek instructor assistance,
- ☐ be willing to listen to the teacher,
- ☐ approach the teacher,
- ☐ initiate communication with the teacher

are more likely to

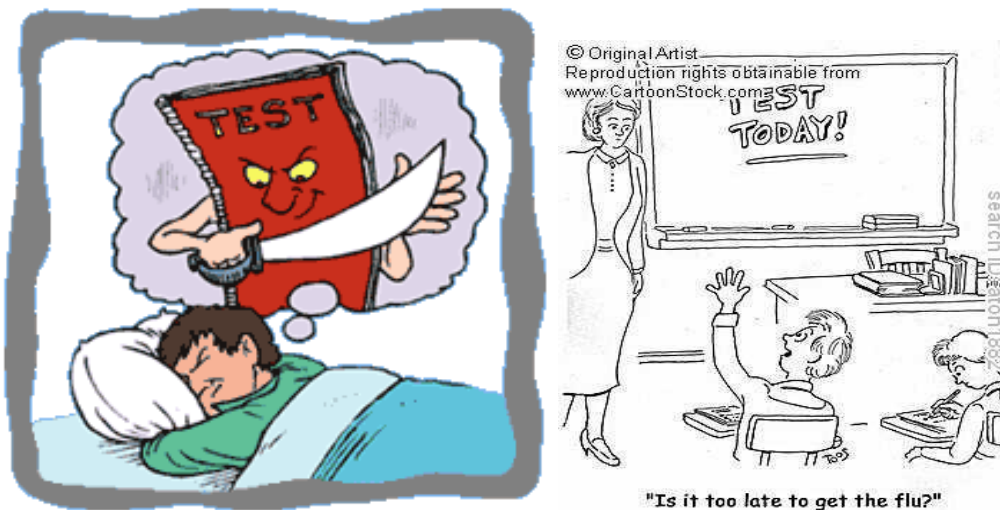
- ☐ avoid the teacher,
- ☐ avoid communication with the teacher,
- ☐ be dissatisfied with the classroom environment.

This does not mean that high teacher apprehensives will fail in all they attempt in the educational environment.

Evaluation Apprehension

- The fear or anxiety associated with either real or anticipated evaluative situations in the classroom.

- Students with apprehension about taking tests or exams often do poorly in formal test situations.
- Their anxiety gets so high it overrides the ability to process and recall information that is needed to do well on a test.
- They may become physically ill, or may not be able to talk with you about their feelings before, during, or after an exam.
- They may miss class the day an exam is scheduled.
- They simply cannot face another formal testing situation.
- They may also be perceived by their teachers as unintelligent, slow, uninterested, and uneducated.



Classroom Anxiety

- ⦿ It is often referred to as “school phobia”.
- ⦿ Students with classroom anxiety are fearful, uneasy, insecure, and unhappy about the classroom situation.
- ⦿ They are not at ease, calm, peaceful, and don’t feel safe in the classroom.
- ⦿ Their fear is so overwhelming and stifling that they are barely functional while they are in a classroom setting.

They do not

- voluntarily communicate with us,
- ask for assistance,
- answer questions,
- participate in class discussions,

- understand or hear questions,
 - perform well on tests,
 - make friends easily.
- ❑ Their anxiety about school and their classroom is so high that it interferes with everything.

Probable Causes of Classroom Anxiety

Students might suffer some degree of classroom anxiety **IF**

- ✓ our objectives, goals, and intentions are **too ambiguous, unclear, or disorganized.**
- ✓ they have only failed in school, never succeeded. Past failures can contribute to a student feeling apprehension about the classroom situation.
- ✓ they are apprehensive about other things in the classroom such as testing, evaluation, communication, the teacher, or writing.
- ✓ they experience unusual parental pressure to succeed.
- ✓ the classroom **expectations** and standards are set **too high.**
- ✓ the teacher uses extreme **criticism** or **negative communication.**

Communication Strategies for Reducing Classroom Anxiety

FUN, FUN, FUN. We attempt to lessen classroom anxiety by attempting to get our students to enjoy learning by exchanging fun ideas, telling interesting stories that relate to content, telling appropriate, funny jokes, saying funny things.

POSITIVE, POSITIVE, POSITIVE. We should avoid the use of negative criticism and apply the use of reinforcing statements, praise, and reward. However, let's keep in mind, there is nothing harmful about informing students that they are wrong, incorrect, out of line, or need guidance.

SIMILARITY, SIMILARITY, SIMILARITY. We can reduce classroom anxiety by communicating about our similarities and likenesses to our students. This does not mean we become one of our students. High levels of dissimilarity will make students apprehensive because they don't know what or how to communicate with us.

INPUT, INPUT, INPUT.

We can discuss some procedures or issues with our students and come to some common agreement about the range of acceptable or unacceptable solutions.

SOLIDARITY, SOLIDARITY, SOLIDARITY.

We should build affinity and solidarity between ourselves and our students. When affinity and solidarity are present, the students know they can communicate honestly with us without fear of reprisals, reproaches or reprimands.

FEEDBACK, FEEDBACK, FEEDBACK.

We should acknowledge and use student ideas and suggestions in our teaching and delivery of content. According to Flanders (1970) when we use students' ideas, we are showing that we accept our students.

CLARITY, CLARITY, CLARITY.

As the content becomes more complex, confusing, or ambiguous, we need to become more clear and concise. Communication clarity and student achievement are related.

CLIMATE, CLIMATE, CLIMATE.

A supportive classroom communication climate will reduce the likelihood that classroom anxiety will emerge.

It is crucial that teachers attempt to create an environment where students also support their classmates or communicate their criticisms in a supportive manner.

Conclusion

By employing many of the above communication strategies we can reduce the likelihood our students will suffer from classroom anxiety. If we can communicate effectively with our students, we have already taken a step in reducing or preventing classroom fears and anxieties.

Act 1. Best model teacher of the world

Students come in front of the classroom as if they are going to be chosen best teacher of the world. They say something about themselves and their plans as a teacher while they are paying attention to their posture, gesture, tone of voice, etc.

MODULE 9: Classroom Management (Misbehaviors) and Conflict Management

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3+1 hours
Prerequisites	None
Teaching Methodology	Power point presentation This course is delivered by in-class lectures, group discussion, individual and group activities.
Materials, Resources and Technology	- Altınel, Z. (2006). Student Misbehavior in EFL Classes. Adana: Çukurova University Unpublished MA Thesis. - Beebe, S. A., Beebe, S. J. & Redmond, M. V. (2005). Interpersonal Communication: Relating to Others. Boston: Pearson. - Chesebro, J. L. & McCroskey, J. C. (2002). Communication for Teachers. Boston: Allyn & Bacon. - Richmond, V. P., Wrench, J. S. & Gorham, J. (2009). Communication, Affect & Learning in the Classroom (3rd ed.). Available online: http://www.cios.org/readbook/cal/cal.pdf - Yi, F. "EFL Classroom Management: Creating a Positive Classroom for Learning." 128-137. Available online: http://210.33.23.27/jpkc_nbu/daxueyingyu/download/013.pdf - "Conflict Resolution". Available online: http://www.timeforkids.com/TFK/media/teachers/pdfs/2002S/020503WRw2.pdf - "Conflict Resolution Activities". Available online: http://www.teachervision.fen.com/classroommanagement/activity/2922.html - "Dealing with Aggressive Students On-The-Spot".

	Available online: www.britishcouncil.org/sr/serbia-elta-newsletter-schwartz.doc - “Dealing with Conflict”. Available online: http://www.nsba.org/sbot/toolkit/Conflict.html - “Middle School Conflicts”. Available online: http://www.eduplace.com/activity/pdf/conflict.pdf - “Quick Tips for Discipline in the EFL Classroom”. Available online: http://blog.esldaily.org/2009/10/18/quick-tips-for-discipline-in-the-efl-classroom.aspx - “Reasons for Student Misbehavior Require Thoughtful Responses.” Available online: http://www.advantagepress.com/newsletters/jun03news.asp - “Resolve Those Classroom Conflicts!” Available online: http://www.timeforkids.com/TFK/media/teachers/pdfs/2002S/020503WR3.pdf - “The Five Golden Rules of Good Classroom Management”. Available online: http://www.teachingenglishgames.com/Articles/Classroom_Management.htm - “What’s Your Conflict Management Style.” Available online: http://webhome.idirect.com/~kehamilt/ipsyconstyle.html - http://www.citizen.org.uk/education/sen/pdf/conflict_res.pdf • Handouts for students
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Define misbehavior in the classroom from a communication perspective. - Discuss reasons why students misbehave - Discuss what teachers should do to prevent these behaviors. - Discuss why teachers might misbehave - Review the most common teacher misbehaviors - Identify strategies for solving problems - Discover effective ways to communicate problems - Learn how to disagree with others - Define what conflict is - Find out some myths about conflict - Distinguish types of conflict - Increase their awareness on the types of conflicts they face in their daily life - Classify conflict management styles - Discuss which style(s) they use often in their own relationships

	- Examine the skills required to be able to manage the conflicts effectively - Analyze the problem solving stages and apply it in their lives.
--	---

Instructional Procedures

DISCIPLINE AND MISBEHAVIORS IN THE EFL CLASSROOM

Classroom Management: It refers to the actions and strategies teachers use to maintain order (Doyle, 1986 in Altinel, 2006).

Misbehavior: Any student behavior that is perceived by the teacher to compete with or threaten the academic actions at a particular moment, and creates disruptions in the flow of classroom activities (Burden, 1995:15 in Altinel, 2006).

Reasons for Student Misbehavior

Many educators believe that students misbehave to achieve self-serving goals. These usually include:

- getting attention,
- seeking power,
- taking revenge and
- avoiding failure.

Attention

Some students strive to be the center of attention. They do almost anything to be noticed from being argumentative to being funny. Teachers and classmates find behavior by this student annoying and at times rude and unacceptable. The attention seekers may be disciplined for: disrespect, teasing, disturbing the class, being uncooperative, swearing, talking, being out of his seat, and making fun of others. Dreikurs believed that over 90% of all misbehavior is for attention and explained that most students start misbehaving by seeking attention, and when this fails, they move on to more problematic goal-seeking behaviors, such as power.

Power

Wanting to be in charge or in control provides the motivation for some student misbehavior. Students with this agenda simply want their way. They don't hesitate to take a stand on matters important to them and are often disruptive and provoking in reaching their goal. Often power-seeking students don't act out until they're assured of an audience.

Revenge

The target of the revenge may be the teacher, other students, or both. Revenge may come in the form of a physical and/or psychological attack. Bullies often use revenge as their excuse for pushing, teasing, causing embarrassment and excluding others.

Avoidance of Failure

They falsely believe that they can't live up to expectations, either their own or those of others. To compensate for this belief, they don't attempt anything that might result in failure. They hope that others will forget about them and not hold them responsible for anything. This phenomenon, described as "learned helplessness" by psychologists, is characteristic of students who fail needlessly because they do not invest their best efforts. (Quick Tips for Discipline in the EFL Classroom)

Altinel (2006)

Types of Misbehavior (English Ts' perspectives)

- | | |
|---------------------------------|---------------------------------|
| ▶ Talking to friends | ▶ Eating in class (chewing gum) |
| ▶ Disturbing the flow of lesson | ▶ Asking indifferent questions |
| ▶ Dealing with other things | ▶ Making jokes to each other |
| ▶ Making noise | ▶ Being spoilt |
| ▶ Easily getting angry | ▶ Fighting |
| ▶ Disobeying the rules | ▶ Scratching the desk |
| ▶ Talking without permission | ▶ Damaging the class goods |

Types of Misbehaviour (Ss' perspectives)

- | | |
|---------------------------------------|-------------------------------------|
| ⊙ Fighting | ⊙ Making noise |
| ⊙ Talking to friends | ⊙ Blowing up bombs in class |
| ⊙ Disturbing the flow of lesson | ⊙ Cheating in exams |
| ⊙ Not listening to the lesson | ⊙ Swearing |
| ⊙ Behaving unrespectfully to teachers | ⊙ Not obeying the morals of society |
| ⊙ Talking without permission | ⊙ Not participating the lesson |
| ⊙ Destroying peace in class | ⊙ Distracting others' attention |
| ⊙ Teasing with the teachers | ⊙ Making jokes to each other |
| ⊙ Unconscious behaviors | ⊙ Stealing |
| ⊙ Running away from the lesson | |
| ⊙ Lying | |

Misbehavior Types

Damaging property of friends
 Shouting at friends
 Swearing to friends
 Hitting, kicking or pushing friends
 Defacing school property
 Insulting to the teacher
 Getting away from the task
 Defying to teacher continually
 Tardiness
 Changing seats without permission
 Eating in class
 Trying to go out of class without any reason
 Not caring about school uniform, cleanliness or appearance
 Bringing special possessions to school
 Complaining about friends to the teacher
 Not coming to school without a logical reason
 Making noise
 Talking without permission
 Talking about irrelevant issues
 Making disruptive sounds
 Teasing of other friends
 Coming to school without any preparation
 Not having homework done
 Forgetting to bring supplies and books
 Wandering aimlessly
 Daydreaming, doing nothing
 Inappropriate use of materials
 Damaging one's own property

 Hanging about the assigned work
 Lying to the teacher
 Cheating

Causes of Misbehaviors

Parents' indifference to the child
 Parents' indifference to the child's education
 Incompatibility, disagreement or fighting between parents
 Divorce of the parents
 Large numbers of siblings
 Insufficient socio-economic conditions of parents

High socio-economic conditions of parents
 Students' facing excessive pressure from their parents
 Students' not having a pleasant atmosphere to study lessons at home
 Watching TV programs involving violence
 Large numbers of students in the class
 Level of students' success being high or low according to the general condition of the class
 Unsuitable seating plan for the students
 Students not accepting the class rules
 Insufficient teaching materials
 Lack of communication between teachers and parents
 Teacher's talking extremely loud
 Teacher's teasing the students
 Teacher's comparing students with each other
 Teacher's not lecturing according to the level of students
 Teacher's using the same teaching methods in each lesson
 Teacher's not explaining the importance of the subjects that will be gained at the end of the lesson
 Teacher inconsistent in applying class Rules
 Teacher's discriminating between students
 Teacher's threatening students with marks
 Teacher's not entering the lesson on time
 Teacher's not giving importance to his/her students
 Teacher's being inexperienced
 Teacher's lacking communication abilities
 Teacher's not rewarding students' positive behavior

Responding to Misbehavior

No matter what the reason is for a student's misbehavior, we are forced to respond. Some responses produce better results than others. Responses that usually get negative results include:

- Reacting emotionally by being angry or making hollow threats
- Handing out a punishment that is out of proportion to the offense
- Reacting to misbehavior publicly
- Reacting to a small incidence that often resolves itself
- Making an accusation without the facts to back it up

Responses that tend to get positive results include:

- Describing the unacceptable behavior to the student
- Pointing out how his behavior negatively impacts him and others
- Talking with the students about what could have been a better behavior choice and why
- Asking the student to write a goal that will help him improve his actions
- Showing confidence in the student that his behavior goals are achievable
- Positively reinforcing behavior that relates to student goals

Intervention Strategies

- Verbal warning
- Communicating with parents
- Threatening
- Talking with students
- Using eye contact
- Giving punishments
- Giving responsibilities
- Changing seats
- Shouting
- Insulting

Good Classroom Management Rules to Avoid Misbehaviors

1) Begin the school year with clear rules, and stick to them.

- Make sure students understand that you have drawn a line, and they know what the consequences of crossing the line are.
- Rules help students realize that your class is not a game or joke. e.g. Raise your hand, do not talk out of turn, speak only in English...
- The children will trust you if you are consistent in applying the rules.
- If you are inconsistent, if you yell at the children or lose your cool, suddenly punish a child unexpectedly, put them down, be sarcastic or embarrass them, they will know that they cannot trust you.

2) Be clear to the students that you are the teacher and not a friend.

- It is okay to be friendly, but establish your authority as a teacher.
- Students should not call you by just your first name. It is best to be called Mr., Mrs., Ms...

3) Show your students that you care about them.

- At the same time as being firm and fair in class find opportunities to talk to your ESL students informally outside of class time
- When you get the chance ask the children how they are, what sports they like, who their favorite band is at the moment and so on.
- If the children feel that you know them, you know what they like, what they can't wait to do when they get home and so on, they will truly feel that you care about them.
- Make eye contact and smile at them.
- If you have some pupils you do not like in your class put yourself in their shoes and do whatever it takes to replace your negative feelings with feelings of compassion for that student.

4) Over Plan.

- Students can tell when you are unprepared.
- Don't let the students have an opportunity to begin chatting or misbehaving.
- Once students begin misbehaving it is very difficult to reestablish order.

5) Classroom order.

- Students should know when class begins and come prepared every time.
- Students should understand that by not completing homework, leaving their book behind, or being late is a disruption to the other students.

- Having a seating assignment helps avoid unwanted chatter and confrontations.

6) Have a fast paced and changing environment.

- Language learning is difficult, and for many boring.
- Keeping the class dynamic allows students to focus more.
- Short and concise segments do not only keep things interesting and disciplined but also allows students to repeat, and review multiple times, thus enhancing language acquisition abilities.
- This goes for disruptions as well, avoid them and keep the class moving.

7) Make your teaching style interesting and varied.

- Tap into all the different learning styles so that you reach all students in your class.
- By using a wide variety of ESL classroom games you will engage and motivate the children.
- It's obvious; if a child is enjoying the learning process then he or she is FAR more likely to pay attention!
- It important to choose appropriate games for your class size and classroom configuration.

8) Avoid yelling or losing your temper.

- Keep your cool, breath, realize they are students.
- Once you begin yelling, it is difficult in the future not to yell.
- Speak more quietly when frustrated. Students then learn to quite down in order to hear the teacher (This does not work in all situations).

9) Avoid confrontations in front of students.

If a problem does arise, it is best to deal with the disciplinary issue privately. Students should not have to 'lose face' in front of their peers.

10) Praise and encourage good behavior.

- Positive reinforcement encourages students to do well.
- Rewarding good behavior does not always have to be an article, but can also be a gesture. A thumb up, high five or just a smile goes a long way.
- Don't grow a third eye just to watch for bad behavior, but save it to see the good ones as well.
- If a student is being naughty avoid using his or her name. Children love the sound of their own names – it means they are getting attention.

- Use ideas that confer responsibility or distinction on the pupil such as: verbal or written praise, a positive note to take home to parents, a star on the work, displaying a particular student's work on the wall, being named the student of the day or week, being given a special responsibility such as running an duty for the teacher, helping the teacher with a class activity, collecting or giving out materials, leading a group activity or tutoring another student.

11) Be fair and respectful of your students.

- Each student deserves the same treatment and respect as any other student.
- Be clear what the rewards and punishments are and when they are to be received.
- Students should understand that they are young adults (no matter what age group), and act appropriately in order to be treated appropriately.

12) Have a sense of humor.

- Learning (and teaching) is so much easier when everyone is happy. However, some humor can be dangerous: sarcasm can be offensive and confusing at times.

Quick Tips for Discipline in the EFL Classroom

Why Teachers Misbehave

Let's keep in mind the majority of us probably do not misbehave in our classrooms, and if we do we don't misbehave to the point of interfering with our students' learning. However, there are many teachers who do misbehave either intentionally or unintentionally, or out of habit. No one is sure why teachers misbehave. No one has been able to get teachers who are perceived by others as misbehavior problems to answer why teachers misbehave. However, we can delineate some possible reasons why they do.

1. Boredom

Just like our students, we become bored with the everyday process of teaching and learning. We start to rely on "old notes" and "old lectures" and never allow ourselves to grow, develop, and expand educationally. Just because we have been teaching for several years doesn't mean we can't still be interested and interesting.

2. Dislike Teaching

Whether we like it or not, we know there are some instructors in our school system who simply don't like teaching. Their affect for the basic job is low and they will do nothing to improve. In fact, these are the very teachers who are most proud of saying, "I do this because I have nothing else to do," or "I do this to earn a little extra money," or "I would have done something better with my life, but what they heck, the pay is okay and the hours are great." Instructors, who do not have a positive regard for this profession, do not have a positive regard for us or the students.

3. Out-of-Date

Instructional leaders have to continue to learn, grow, and gain knowledge in their subject content area or else they will become out-of-date. When a teacher becomes out-of-date or is uneducated in her or his primary content area, they will fail to have a positive instructional impact on their students. We need to stay up-to-date in our primary field and continue to educate ourselves or we may become the next misbehavior problem in the system.

4. Establish Too High Expectations

Often we will establish expectations for ourselves and our students that are too high or unreachable. In our efforts to be better we become compulsive and pushy and forget one of our primary goals is to establish a humane learning environment where all students can learn and perform up to their levels. When we establish expectations that no student can meet and expectations for ourselves that we cannot meet, then we may become a problem to ourselves and our students.

5. Poor Interaction with Students

Instructors who have poor communication skills or ineffective communication with their students are more likely to misbehave or have behaviors which are indicative of teacher misbehavior. It is clear that effective communication between teacher and student is a prerequisite for teacher success and student learning. Teachers who are ineffective communicators usually receive very little positive feedback from their students, have difficulty responding to feedback, cannot establish credibility with students, have less control over their students, have lowered affinity with students, and have more defensive, hostile communication with their students than teachers who are effective communicators. According to Hurt, Scott, McCroskey (1978) “teaching is communicating, and the better teachers are at communicating, the better they are at teaching” (p. 38).

6. Poor Teaching Performance

Teachers who cannot teach, cannot present material in an interesting, stimulating, and exciting manner, or systematically refuse to learn the necessary communication skills which contribute to good teaching, are more likely to become behavior problems for their students. They become problems because they are insecure, self-conscious, and defensive about their teaching performance. Perhaps they even realize their performance is not acceptable, but they don't know how to improve. So instead of seeking help or assistance, they become misbehavior problems.

7. Low Affect for Immediate Supervisor

We all know this teacher. He or she doesn't like and is not able to get along well with her or his immediate supervisor. The immediate supervisor may be a principal, assistant principal, curriculum director or another teacher. Often when affect is low between supervisor and subordinate, then the relationship and communication are negatively impacted. Teachers who do not like their immediate supervisors pose very big misbehavior problems for their own students. This teacher becomes angry with her or his immediate supervisor, but instead of talking to her or his immediate supervisor, they may go into class and misbehave. In other words, they take their anger and frustrations out on their students.

8. Stress and Overload

More and more good teachers are suffering from intense stress and overload. There are not enough good teachers in the systems to do all the work, so many good teachers are overburdened and overloaded while many poor teachers are doing as little as possible. Stress and overload for long periods of time might cause a very good teacher to develop some misbehavior problems. If we see this happening to us, we definitely need to reduce our workload.

In conclusion, there are many reasons why teachers might misbehave. Some of these causes of misbehavior can be managed or controlled by us. However, there are still some teachers present in our educational systems who nonverbally and verbally abuse students and will never admit it. Let's review what students perceive as common teacher misbehaviors with an eye toward spotting our own misbehaviors and correcting them.

Common Teacher Misbehaviors

There are a wide variety of teacher misbehaviors that can occur in any classroom setting. Kearney et al., was able to categorize teacher misbehaviors into three primary categories.

Teacher Incompetence

The first category was labeled teacher incompetence. The following are descriptions of the nine primary misbehaviors that make up teacher incompetence.

1. An incompetent teacher often exhibits misbehaviors such as giving confusing or unclear lectures, presentations, or notes. Here the teacher often is vague, jumps randomly from one point to another and has lectures or notes that are often inconsistent with the assigned readings.
2. An incompetent teacher is often apathetic to students. He or she doesn't seem to care about the class or the students, doesn't learn student names, rejects students' opinions and questions, and rarely allows for class discussions.
3. An incompetent teacher uses unfair testing techniques or strategies. He or she will ask trick questions, have exams or tests that do not relate to notes or lectures, give tests that are too difficult, ask ambiguous questions, and provide no review for tests.
4. An incompetent teacher will give boring lectures and presentations. They are boring, unenthusiastic, speak in monotone voice, ramble, repeat too much, drone on, and provide no variety.
5. An incompetent teacher will often have students who have information or communication overloads. For example, they talk too fast, rush the content, talk over students' heads, use obscure terminology, ignore students' queries, ignore students' confusion and keep giving information, and assign excessive busy work.
6. An incompetent teacher does not know her or his subject matter or primary content teaching area. For example, they don't understand the subject, cannot answer questions,

give incorrect information, cannot extend the subject matter, and often aren't current or up-to-date.

7. An incompetent teacher may have a foreign or regional accent or dialect different from the students which interferes with the students' processing of information. For example, they are hard to understand, enunciate poorly, don't attempt to adapt their speech to the students, or their accent or speech is so strong or different from the region that it interferes with information processing and effective communication.

8. An incompetent teacher uses inappropriate volume. They do not speak loudly enough (speak too softly) to be heard or they speak too loudly.

9. Lastly, an incompetent teacher uses poor grammar and has poor spelling. They often use poor grammar, misspell words, and generally use poor English.

Teacher Offensiveness

The second category of teacher misbehaviors was labeled teacher offensiveness. Below is a discussion of the six primary misbehaviors that make up an offensive teacher.

1. Teachers who behave offensively use sarcasm, putdowns, and hurtful or harmful comments. They are sarcastic, rude, make fun of students, humiliate students, insult, pick on or embarrass students in front of others.

2. Teachers who behave offensively use verbal abuse. They are verbally abusive. They use profanity, are often angry, mean, hostile, yell, scream, rant, rave, and will often intimidate students. Sometimes they will interrupt students and verbally harass them in the classroom.

3. Teachers who behave offensively use unreasonable and arbitrary rules. They refuse to accept late work, give no breaks in long classes, punish an entire class for the misbehavior of one student, and are often rigid, inflexible, authoritarian, and hostile.

4. Teachers who behave offensively use sexual harassment techniques. They will make offensive, sexual remarks to or about students. They will make inappropriate comments about their clothing and dress. They will flirt, make sexual innuendoes and be chauvinistic.

5. Teachers who behave offensively have a negative personality. They are impersonal, impatient, cold, self-centered, complaining, and whiny. They act superior, unpredictable, and moody.

6. Lastly, teachers who behave offensively show favoritism, partiality, bias, or prejudice. They play favorites, act prejudiced against others, are narrow-minded or close-minded.

Teacher Indolence

The third category of teacher misbehaviors was labeled teacher indolence. Below is a discussion of the six primary factors/misbehaviors that make up teacher indolence.

1. An indolent or lazy teacher is often absent from class. They simply do not show up for class, use substitutes a lot, and have flimsy, vague excuses for why they were absent.
2. An indolent teacher is often tardy for class. They rarely show up on time and rarely have good excuses for being late.
3. An indolent teacher is often unprepared, disorganized or sloppy in their preparation. They are not prepared, lose notes, forget test dates, forget where they are in their content coverage, make assignments and do not collect them, and generally seem sloppy, uncoordinated, or unorganized.
4. An indolent teacher is one who will deviate substantially from the syllabus or course outline. For example, they change dates and assignments without any warning or reason, are often behind schedule, do not follow guidelines stated on a syllabus, and assign books, materials, and readings but never refer to them.
5. An indolent teacher is often late in returning work to students. He or she is late in returning papers, projects, assignments, tests, exams, and exercises. They often forget to bring in graded papers and projects.
6. Lastly, an indolent teacher is often guilty of information underload. They are too easy, do not give enough content to satisfy student needs, seem to skim the content surface, give light and easy assignments.

In conclusion, *the three primary misbehavior categories are incompetence, offensiveness, and indolence*. A teacher must have a high number of these characteristics to be considered a real misbehavior problem in the system. There could also be other misbehaviors that teachers display that impact student learning such as keeping students overtime, early dismissal, unresponsiveness to students' needs, inaccessibility to students outside of class, not giving students extra help, not answering students' questions outside of class, and giving exams which do not relate to the content or reading. Before we label anyone a "misbehavior problem" let's be sure they have a number of the above misbehaviors. Usually good teachers will realize when they are becoming misbehavior problems and correct the situation, and poor teachers often don't realize they are misbehavior problems.

CONFLICT MANAGEMENT SKILLS

What is conflict?

Interpersonal conflict is an expressed struggle that occurs when people cannot agree on a way to meet their needs and achieve their goals.



Constructive conflict: helps build new insights and establishes new patterns in a relationship

Destructive conflict: dismantles rather than strengthens relationships.

Myths about conflict

1) *Conflict is always a sign of a poor interpersonal relationship.*

It is a normal part of interpersonal relationship. The free expression of honest disagreement is a hallmark of healthy relationships. Assertively and honestly expressing ideas may mean that a person feels safe and comfortable enough with his or her partner to disagree.

2) *It can always be avoided.*

General belief: Conflict is undesirable and we should eliminate it from our conversations and relationships. It would be extraordinary for us to see eye-to-eye with another person. It happens even in the best of relationships.

3) *It always occurs because of a misunderstanding.*

It can be the result of a disagreement rather than a misunderstanding.

4) *It can always be resolved.*

Not all differences can be resolved by listening harder or paraphrasing your partner's message.

5) *It is always bad.*

It is a healthy component of a relationship. If a relationship is conflict-free, the individuals are probably not being honest with each other. It can be both destructive and constructive. It can help us identify issues that need further discussion and lead to negotiations that give us fresh insights into the relationship.

Types of conflict

1. Pseudo conflict- triggered by the lack of understanding. Individuals misunderstand each other.

How can you avoid pseudoconflict?

- Check your perceptions
- Listen between the lines
- Establish a supportive rather than a defensive climate for conversation
- Listen actively

2. Simple conflict- stemming from different ideas, definitions, perceptions, or goals.

Strategies to keep simple conflict from escalating into personal quarrels

- Clarify your and your partner's understanding of the issue
- Keep the discussion focused on the facts and the issues at hand
- Look for more than just the initial solutions
- Don't try to tackle many issues at once
- Find the kernel of the truth in what your partner is saying
- If tempers begin to flare and conflict is escalating, cool off.

3. Ego conflict- occurs when conflict gets personal.

Ways to refrain from ego conflicts

- Take turns expressing your feelings without interrupting each other
- Take time to cool off. It is difficult to use effective listening skills when your emotions are at high pitch.
- Try to turn the ego conflict back to simple conflict
- Make the issue a problem to be solved rather than a battle to be won.
- Write down what you want to say.
- When things get personal, make a vow not to reciprocate. Use "I" messages

Conflict as a process

Prior conditions stage: the stage is set for conflict because of differences in the individuals' actions or attitudes.

Frustration awareness: one individual becomes aware that the differences are problematic and becomes frustrated and angry.

Active conflict: the individuals communicate with each other about the differences; the conflict becomes and expressed struggle.

Resolution: the individuals begin seeking ways to manage the conflict.

Follow-up: the individuals examine their own feelings and check with each other to monitor whether both are satisfied with the resolution.



Conflict management styles

1. Avoidance (lose-lose approach)

Managing conflict by backing off and trying to side-step it.

- “I don’t want to talk about it.”
- “Don’t bother me with that now.”
- “I’m not interested in that.”

Advantages:

It provides time for each person in the conflict to think about the issues, cool down and ponder other approaches to dealing with the issues.

Disadvantages:

You may be sending a message that you really don’t care about the other person’s feelings.

2. Accommodation (lose-win approach)

Managing conflict by giving in to the demands of others. Someone who accommodates believes it is OK if the other person gets what he or she wants. If you consistently accommodate, you sacrifice your own needs so that someone else can win the argument.

Advantages:

It shows that you are reasonable and you want to help.

You may gain some credibility by just letting it slide.

If you are wrong or made a mistake, it is an appropriate response.

Disadvantages:

Sometimes it doesn’t solve anything. Being other oriented means considering the needs and positions of others without necessarily doing what the other person wants.

3. Competition (win-lose approach)

A conflict management style that stresses winning a conflict at the expense of the other person involved. They want to control others. They are not other-oriented, they are focused on themselves.

4. Compromise (lose/win-lose/win)

To attempt to find the middle ground- a solution that somewhat meets the needs of all concerned. When people compromise, no one gets precisely what s/he really wants. Each has to give up a bit of what s/he hoped getting. They lose something and win something simultaneously. It is a good thing if a quick resolution to the conflict is

needed. It reinforces the notion that all parties involved share in equal power. It helps everyone save face, because everyone wins at least something.

5. Collaboration (win-win approach)

Use of other-oriented strategies to manage a conflict so as to achieve a positive solution for all involved. It views conflict as a set of problems to be solved rather than a game in which one person wins and another loses. Separate people from the problem. Focus on shared interests. Generate many options to solve the problem. Base decisions on objective criteria. Best used when those on all sides of the conflict need some new, fresh ideas. It helps to build rapport. The biggest disadvantage is the time, skill, patience, and energy required to manage conflict collaboratively.

Which style is the best?

It depends on the outcome you seek, the amount of time you have, the quality of the relationship you have with the other people involved, the amount of perceived power you and others have.

Conflict management skills

- ⊙ Manage your emotions
- ⊙ Seek to understand why you are angry and emotional
- ⊙ Select a mutually acceptable time and place to discuss a conflict
- ⊙ Plan your message
- ⊙ Breathe
- ⊙ Monitor nonverbal messages
- ⊙ Avoid personal attacks, name-calling and emotional overstatements
- ⊙ Take time to establish rapport
- ⊙ Use self-talk
- ⊙ Clearly describe the conflict-producing events
- ⊙ Use “I” language
- ⊙ Use effective listening skills
- ⊙ Check your understanding of what others say and do
- ⊙ Be empathic

Solving problems

- 1. Define the problem-** determine the issue you disagree about.
- 2. Analyze the problem-** determine the causes, symptoms, effects and obstacles.

3. Determine the goals- determine what you want and your partner wants. How do the goals overlap?

4. Generate many solutions- list many options, rather than debating one or two strategies for achieving the goal.

5. Select the best solution and try it- Eliminate options that are not mutually agreeable. If possible, take the best among those generated to reach an amicable resolution.

Act. 1. RESOLVE THOSE CLASSROOM CONFLICTS!

What would you do in this case? / How would you solve the conflict?

T- Read the situations below. What advice would you give these kids to help them solve their problems? Write your ideas on the lines below.

1. You and your best friend have always played soccer together on town and recreational teams. You both try out for the school's travel team. You make it and your friend doesn't. At first your friend claims not to care, but you soon realize your friend is very angry. Your friend doesn't want to spend as much time together as you used to, and, of course, you have daily practices and games your friend doesn't attend. What do you do?

2. Your friend tells you a secret in absolute confidence. You don't really mean to, but you tell another friend. Soon the whole school seems to know what your friend's secret is. Your friend is really mad at you. Your other friends are also upset that you revealed the secret. What do you do?

3. Your parents have a strict rule that all homework must be done before you can go out after school with your friends. All your friends go down to the basketball courts after school to play basketball. By the time you get there, teams are already set and games have already been played, so it's really too late to join in. What can you do?

4. Your little sister (or brother) can be a real pain. Whenever you have friends over, she wants to do everything with you. She annoys you by following you around, interrupting when you're talking, and demanding a turn in everything you do. It is very hard to find some privacy with your friends when she is around. What do you do?

5. You are invited to go to the mall with a new group of friends from school. You don't know them that well, but are excited that they included you in their plans. When you go into a crowded music store, you think you see one of them slip a CD into a pocket without paying. What do you do?

7. Your teacher asks you to stay after class. The teacher shows you two tests that are identical in every answer: yours and the student's who sits next to you. You have the feeling that the other student has been copying your work, but don't know for sure. What do you do?

8. Your middle school is much bigger than your elementary school. There you saw your best friend all the time. Now you don't have any classes together and you hardly see

each other at school, except at lunch. Your friend seems to be making a whole new group of friends that you don't know. Today at lunch, for the first time, your friend is sitting with some new friends. When you walk by with your lunch, your friend doesn't ask you to sit down as usual. What do you do?

9. Roger, Hector and Jack are working on a class project together. They can't decide on a topic or how to divide up the work. What is one solution to this problem?

10. Edison and Juan both want to take care of the class fish for the week. Edison starts to argue with Juan. Edison says he knows more about how to care for fish than Juan does. What is one solution to this problem?

11. Elizabeth is upset because two girls in her class are calling her names. The class rules say that namecalling is not acceptable classroom behavior. What is one solution to this problem?

12. In the school hallway, Sarah accuses Lisa of spreading a rumor about her. Lisa begins to explain but Sarah walks away. What is one solution to this problem?

13. Dominique and Paul are in an afterschool club working on a mural when a bottle of paint is spilled. They start shouting and accusing each other of causing the spill. What is one solution to this problem?

14. Josh pushes Denise as they are leaving school. He says she pushed him earlier in the day. What is one solution to this problem?

15. You are walking across the play area and two pupils start to push and shove each other. Other pupils shout, "Fight, fight!" and start running towards the scene. What do you do? After you have resolved the immediate problem you call the pupils together.

How do you set about resolving the conflict more permanently?

Act. 2. Discussion Questions

1. What do people do when they get angry? How does this affect others? Does it help to solve the problem? What do you think are the best ways to handle anger?

2. When you have a problem with a friend or classmate, what steps do you take to solve it? How do you think other people affect the way you handle your conflicts?

3. The goal of conflict resolution is to solve problems before they lead to violence, whether verbal or physical. What strategies can people use to accomplish this?

Act. 3. Find the solution

Show the pictures. Give them the related situations and ask them to resolve the problems by making use of the situations given in the two pictures.

1. A) I need to go to the shop. B) I want us to play with our bikes.

Solution: We can go to the shop on our bikes.

2. A) I need help with writing this letter. B) I want to play with my new computer.

Solution: We can write the letter on the computer.

3. A) I want to sleep. B) I want to listen to loud music.

Solution: Use a walkman

4. A) I want to watch a cartoon. B) I want to watch a film on TV.

Solution: Let's video the cartoon.

Assignment	Conflict Resolution 1. Think of a time when you experienced a conflict with another person. Describe what happened. 2. State the conflict. 3. What did you do to resolve the conflict? Brainstorm other possible resolutions to this conflict.
	II Choose a country you are familiar with or the one about which you want to learn something new. Find the phrases the people of this country use for greeting and leave taking. Also, Moreover, find out something related to their culture such as their eating habit, wedding ceremonies, dance, etc. so that you will be able to share it with your friends. Be careful! Do not choose the same country.

MODULE 10: Intercultural Communication

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	Yİİ15GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3+1 hours
Prerequisites	None
Teaching Methodology	This course is delivered by group discussions, individual and group activities.
Materials, Resources and Technology	- Al-Seghayer , K. (2001). “American Fast Food (The Hamburger): A Cultural Lesson”.The Internet TESL Journal, Vol. VII, No. 3http://iteslj.org/ - Chin, G. & Chien, W. (2004). “Learning American Holidays Through Greeting Cards”. The Internet TESL Journal, Vol. X, No. 9http://iteslj.org/ - Chlopek, Z. (2008). “The Intercultural Approach to EFL Teaching and Learning”. English Teaching Forum. Number 4, 10-19. Available online: http://exchanges.state.gov/englishteaching/forum/archive/s/docs/08-46-4-c.pdf - Dillon, R. K. (1998). “Intercultural Communication Activities in the Classroom: Turning Stumbling Blocks into Building Blocks”. www.eric.ed.gov/ED419254. - Doğancay-Aktuna, S. (2005). “Intercultural communication in English Language Teacher Education”. ELT Journal, 59 (2), 99-107. - Haynes, J. (2002). “The Culture Quiz.” Available online: http://www.everythingsl.net/downloads/culture_question_s02.pdf. - Hofstede, G. J., Pedersen, P. B. & Hofstede, G. (2002). Exploring Culture: Exercises, Stories and Synthetic Cultures. Yarmouth, Maine: Intercultural Press, Inc. - Kajiura, A. (1996). “Developing Awareness: An

	Intercultural Communication Lesson Plan”. The Internet TESL Journal, Vol. II, No. 4. http://iteslj.org/ - Kung, Shiao-Chuan. (2002) “A Lesson on Table Manners”. The Internet TESL Journal, Vol. VIII, No. 5http://iteslj.org/ - “Food around the World”. Available online: http://www.macmillanenglish.com/uploadedFiles/Inspiration/INSP1culture_FAW.pdf - “Making Conversation.” Available online: http://www.cambridge.org/elt/passages2e/images/pdf/PasWB1U05.pdf - “ESL Teacher as Cultural Broker. Exploring Prejudice and Bias What do you think?” Available online: http://www.everythingsl.net/downloads/prejudice_bias.pdf - “Table Manners for a Typical Evening Meal”. Available online: http://www.leaderu.com/isr/lifeinamerica/tablemanners.html - http://www.abcteach.com/free/r/rc_elementary_halloween_origins.pdf • Handouts, OHP, flash cards, realia, visual materials (pictures of NVC, etc).
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Define some concepts such as culture, intercultural communication, culture shock, prejudice and bias - Increase their awareness on different cultures - Become more aware of their own culture - Learn different things about other cultures - Overcome their cultural barriers and remove prejudice - See how their reactions may change even though they grow up in the same major culture - Learn how to use some materials to teach the culture of the target language

Instructional Procedures

*** The instructor writes culture on the board and asks learners what comes into their minds when they hear it. She writes whatever they say on the board. Then they discuss the definition of culture. Next, she writes intercultural communication on the board and they discuss this term focusing on the articles they are supposed to read. She finally reminds them how nonverbal behaviors differ in various cultures by showing the pictures from the previous classes.

Act. 1 A Culture Quiz: Similar or Different?

The instructor reads some statements and asks learners to think whether they are similar or different in their own culture.

1. It's customary in Japan to take your shoes off when entering a home.
2. In Greece, it's not unusual to kiss friends and relatives on both cheeks when meeting them.
3. In some countries, owning a pet like a dog, a cat, or a bird is considered inappropriate.
4. In the U.S., arriving 30 minutes early to a dinner party isn't a good idea.
5. When a child is born in China, the father gives red eggs to his friends and family – an even number for a girl and an odd number for a boy.
6. In New Year, In Spain people eat twelve grapes – one with each chime of the clock at midnight. This brings good luck for the next twelve months. But it is difficult to eat twelve grapes in twelve seconds, so people usually have a mouth full of grapes at the end!
7. In the United States If there are only two or three people on an elevator, each person usually leans against the walls. If a fourth person boards the elevator, the four corners are normally occupied.
8. In many cultures, like in Argentina, it is considered rude to look directly at an adult or a person considered of a higher status.
9. Japanese adults smile at friends and other people they know well. They do not use a smile as a way to say hello.
10. Koreans consider it rude to open a gift in front of the giver. Gift giving is very serious business. You don't want to show any signs of a lack of appreciation for the gift. In order to avoid this, gifts are not opened in the presence of the giver.

Act. 2 Kissing Gets Out of Hand

The instructor reads out a story and makes learners guess what we call such situations given in the text.

When I first came to the Université de Liège in September, I saw two girls kissing. I wonder whether that was usual. A few minutes later some more people came into the building. At that moment the kissing seemed to get seriously out of hand. I saw something I had never seen in my life: all the boys kissing girls, girls kissing boys, girls kissing girls, and even boys kissing boys! My God, what was happening here? Just thirty kilometers from my home university, I saw something I had not expected at all—two boys kissing. I was sure they were homosexual. I knew kissing among boys was quite usual in Italy, but in Belgium? Seeing girls kissing all boys did not impress me positively either. Then when some of them came toward me I was afraid they would start to kiss me too. I almost ran away. They must have seen how scared I felt, because they just shook hands.

When I saw people kissing at later times, I did not feel so strange about it anymore. This was just different, not wrong. Kissing seemed to be considered as just another way for people to greet each other no matter what sex they belong to. But I will never get used to it.

ANSWER: Culture shock.

The instructor then explains what culture shock is. If two or more people from different countries meet and a misunderstanding arises, we call it a cultural misunderstanding. If such a misunderstanding escalates it is called culture clash. If people are immersed in a foreign culture for a prolonged period, it can lead to a state of frustration called culture shock.

Interpretation of the text:

The kissing story describes a mild incident that has some typical attributes of culture shock. The young man sees foreigners, among whom he will have to live for some time, kissing inappropriately and excessively. He tries to interpret this kissing in his own frame of reference and gets the uneasy feeling (evaluation) that these people are “abnormal”, the boys acting like gays and girls like nymphomaniacs. So he becomes uncomfortable. He is in fact not sure he will be able to cope if he has to interact with “these people”.

He has observed behavior (kissing) that is different from that at home. He immediately interpreted that behavior as odd and evaluated, even scary. After having been immersed for some time in the new culture, he gets used to the kissing behavior of the host culture and realizes that it is only a different way of accomplishing a familiar ritual- greeting a friend in this case.

Act. 3. How would you feel?

T- There are short incidents in which you picture yourself interacting with somebody. That person’s behavior stimulates expectations within you about his/her intentions towards you, or causes you to make moral inferences about the person. From the list of available responses to each incident, choose one or more please. Then try to figure out what values guided your choice.

The Shabby Guitar Player

You are in a restaurant having dinner with an acquaintance. A shabby man with a guitar comes to your table and offers to play. How would you feel about this?

1. This man is a beggar and should find a job.
2. This man is filthy and disgusting.
3. The man is to be pitied.
4. You do not know this man, and you have nothing to do with him.
5. Could be interesting. Maybe he plays well.
6. The waiter should remove this man.

A Meeting in the Street

You are walking along the street in a town that is not your own. The street is quiet. Somebody crosses the street and walks towards you. What do you think?

1. This person means to rob you.
2. This person means to ask for direction.
3. This person means to have a chat with you.
4. This person might invite you to dinner.
5. This person is going to tell you that you are not allowed to be here.
6. This person means to sell you something.

A Welcome at the Airport

You are headed to a formal business meeting with somebody you have never met before. When you get off the airplane, a warmly smiling woman wearing jeans and sandals is holding up a sign with your name on it. What do you think?

1. She must be a secretary.
2. She is probably the person with whom you will have the meeting.
3. It is wonderful to be welcomed so warmly.
4. How dare someone meet you in such an informal outfit.
5. There must be an error, because you were expecting a formal-looking gentleman.

The Intruder

You are standing at a reception, engaged in conversation with another person you vaguely know. Suddenly a third person arrives and starts to talk to your conversation partner without seeming to notice you. What do you think?

1. This must be a close friend of your conversation partner.
2. This must be an absolute brute to push you aside in this manner.
3. This must be a VIP (Very important person)
4. This must be somebody with very urgent matter.
5. Your conversation partner should introduce you to the newcomer.
6. Nothing

Act. 4. What do you see in these pictures?

T- Consider the following set of pictures. Look at each picture briefly and write down what you think it might show. Compare your ideas with your friends ideas and with the interpretations given below the pictures.



Possible interpretations:

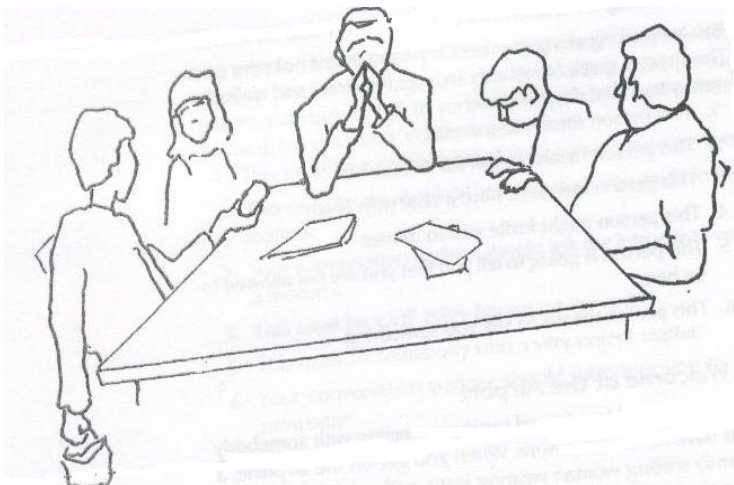
- Two women are walking and a man threatens one of the women with a piece of wood.
- Two men are attacking to a woman.
- A women steps aside to let a blind man pass.

- A beggar and a woman.
- Gardening
- A farm family working on their land
- Two people helping each other do something
- Poor people. The man is digging for something and the woman is waiting to take it
- A man cleaning the floor
- A man is digging a hole and a woman is dropping seeds in it



Possible interpretations:

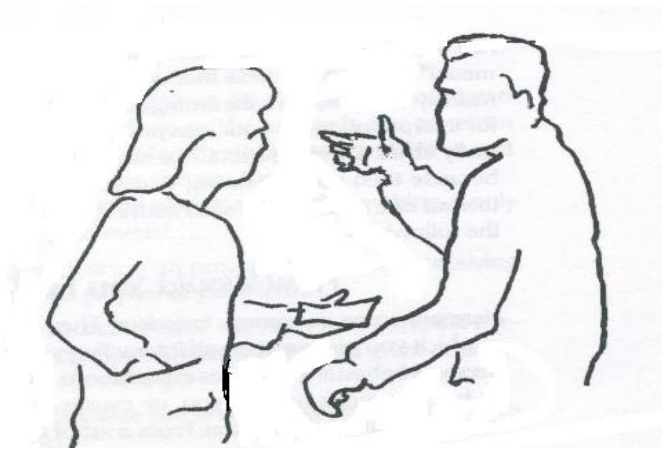
- A teacher reprimanding a student
- A man teaching over amen
- A boss giving instructions to employees
- A government official warning a gathering of people with different religions
- Blessing
- A preacher in church
- A film director instructing his crew where to stand for the next scene
- Salesman trying to sell his wares



Possible interpretations:

- Prayer before a meal; two people do not want to pray

- People thinking hard to solve some problem
- Difficult conversation
- A meeting about to begin
- A family that has just received a sad letter
- A meeting. Two women on the left are talking on the side about a mobile phone.
- The person on the left just bought some bread and is offering a piece to everybody.
- People looking for a solution to some problem. The guy on the left is hiding the important evidence and showing something unimportant to others
- The man in the middle presides over the debate. One guy is not involved
- A religious ritual



Possible interpretations:

- A woman is giving some money to a man and he is claiming he wants more money
- A woman is giving trying to bribe a woman
- A man is taking money from a woman
- A man is giving money to a woman. Something is problematic and they are discussing it
- Negotiation
- Educated people discussing something
- A woman is asking the way and the man orienting her
- A discussion among friends
- A violent discussion
- A quarrel. She has insulted him some way
- A lady giving her address to a man

Act. 5 True (T) or False (F)

T- There are some statements given below about the table manners in American culture. Read the statements and decide whether they are true or false. Consider the same statements from your own cultural perspective.

Questions

1. If your fork falls on the floor, pick it up, clean it with your napkin, and continue using it. (F)
2. When you have finished eating, refold your napkin to the way it was before and put it next to your plate. (F)
3. You should excuse yourself if you must leave the table during a meal. (T)
4. You should stand up to get the salt if it is out of your reach. (F)
5. Don't burp because it is considered rude. (T)
6. Always use the water glass to your right. (T)
7. Keep your elbows off the table, especially when you are eating. (T)
8. Your bread and butter plate is located towards the left of an imaginary line across your service plate. (T)
9. When you finish your meal, put your fork and knife back on the table where they were before. (F)
10. If there are two forks on the table, you should start using the fork closest to the plate. (F)
11. If there are bones in your food, spit them out and put them on the tablecloth. (F)
12. Make slurping sounds when you are eating noodles to show how good they are. (F)
13. In the American style of using silverware, you switch the fork to your right hand to bring food into your mouth. (T)
14. If you do not want a certain food, make an elaborate excuse about why you can't have it. (F)
15. Ask your hostess for a doggy bag to take home the food you cannot finish. (F)
16. If you are the guest, you should not order the most expensive item on the menu unless it is recommended by your host. (T)
17. Go to the bathroom to remove food caught in your teeth. (T)
18. If a piece of food falls off your plate, don't touch it and leave it on the table. (F)
19. Spoon the soup away from you and sip it from the side of the spoon. (T)
20. If the dessert spoon and fork are already on the table, they should be above your plate. (T)

(Table Manners)

Act. 6 The students chose a country a week ago. They were supposed to find the phrases the people of this country use for greeting and leave taking. Moreover, they were asked to find out something related to their culture such as their eating habit, wedding ceremonies, dance, etc. and share this information with the rest of the class.

Act. 7 Festivals and Holidays in Britain and in the USA

T. shows some pictures about the holidays and asks learners guess which festival or holiday each picture represents. She also brings some realia to the classroom such as ghost, witch, some bunnies, a heart-shape candle, red sock, snowman, pumpkin, etc. She chooses one of the festivals and shows some suggested activities that can be used in EFL classes.



Reading Comprehension/ Halloween

©2005abcteach.com

WHERE DOES HALLOWEEN COME FROM?

We celebrate Halloween every year on October 31st. Where does the holiday come from? The holiday originally comes from a people called the Celts. The Celts lived in Europe more than 2000 years ago. On November 1st they celebrated the end of summer. They thought ghosts visited the living on October 31st. They dressed up like ghosts so the spirits would not harm them.

Today, many countries still remember the dead on November 1st. It is called All Saints Day. Another name for it is All Hallow's Day. The day before, October 31st, is called All Hallow's Eve, or Halloween for short.

Halloween is an old tradition in Ireland and Scotland. In those countries, people dressed up and carried lanterns made of turnips. When people moved from Ireland and Scotland to the United States, they started using pumpkins. This is where the jack-o'-lantern comes from.

They also had a tradition of giving food to the spirits. Later, they gave the food to poor people. This is where trick-or-treating comes from.

Halloween has changed a lot since its origins. New people have brought new traditions, and changed the old ones. What do you think Halloween will be like in another two thousand years?

Answer the questions about *WHERE DOES HALLOWEEN COME FROM?*

- | | |
|--|--|
| 1. What is this story about? | 3. Who did the Celts think visited the living on October 31st? |
| a. Trick-or-treating. | a. Their relatives. |
| b. Ireland and Scotland. | b. Spirits of the dead. |
| c. Ghosts. | c. Poor people. |
| d. Where the Halloween tradition comes from. | d. Irish people. |
| 2. When did the Celts live in Europe? | 4. Why did the Celts dress in costumes? |
| a. 20 years ago. | a. It is fun. |
| b. 200 years ago. | b. To go trick-or-treating. |
| c. More than 2000 years ago. | c. So spirits would not hurt them. |
| d. More than 2,000,000 years ago. | d. To scare poor people. |

What costume will you wear on Halloween? Why?

Answers: 1. D 2. C 3. B 4. C 5. Answers will vary.

Halloween Alliterations

Alliteration is what happens when the words in a phrase or a sentence begin with the same letter and sound. Alliteration is used to make writing more interesting. It is also used to write tongue twisters. Here is an example of an alliteration using the word **Halloween** and its beginning **h** sound.

Happy Halloween haunters hang around haunted houses.

Many times the alliterations and tongue twisters are funny. Try your hand at writing alliteration. Use a dictionary to help you find words.

1. _____
2. _____
3. _____
4. _____
5. _____

Draw an illustration of one of the alliteration/tongue twisters above.

Unscramble the following words



Halloween

1. SOTHG _____
2. HCWTI _____
3. EEAHWLNLO _____
4. DYACN _____
5. TEDHANU SEOHU _____
6. ASBT _____
7. UIMNPPK _____
8. MCEUSOT _____
9. EDRSIP _____
10. CAKBL CTA _____
11. TBOROEC _____
12. LBNOGI _____
13. LLFA _____

*** You can find many activities and materials in abcteach.com or in some other web pages on the internet.

*** You can find some flashcards to teach related vocabulary or play a game in the given webpage: <http://www.mes-english.com/flashcards/files/halloween1.pdf>



Suggested activity	The teacher can ask learners to search for some culture specific topics such as Christmas celebrations around the world, wedding traditions in different countries, funerals in different cultures, celebration of the birth of a child, etc. and design activities accordingly.
Assignment	Get into groups of five and prepare a mini drama to show how the relationship should or should not be between parents and teachers, teachers and administrators, parents and administrators, and so on.

MODULE 11: Communication among Students, Parents, Teachers and Administrators

Division	English Language Teaching
Course Title	Effective Communication Skills
Course Code	YI115GK
Status	Required
Level	Undergraduate
Grade	1
Credit Hours	3
Time Needed	3 hours
Prerequisites	None
Teaching Methodology	This course is delivered by group discussion and mini drama
Materials, Resources and Technology	- Cerra, C. & Jacoby, R. (2004). Principal Talk! The Art of Effective Communication in Successful School Leadership. California: Jossey-Bass. - Edwards, M. C. (2000). "Effective Parent-Teacher Communication." http://www.parenting-ed.org/handout3/Parental%20Involvement/parentteachercommunication.htm. - Jarvis, S. & Algozzine, B. (2006). Everything I Need to Know about Teaching. California: Corwin Press. - Katz, L. G. et al. 1996. "Preventing and Resolving Parent-Teacher Differences". Available online: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/c4/49.pdf ED401048 - Lee, P. (2006). Collaborative Practices for Educators: Six Keys to Effective Communication. California: Corwin Press. - Mandel, S. (2007). The Parent-Teacher Partnership: How to Work Together for Student Achievement. - McEwan, E. K. (2003). 10 Traits of Highly Effective Principals: From Good to Great Performance. California: Corwin Press. - McEwan, E. K. (2005). How to Deal with Parents who are Angry, Troubled, Afraid or Just Plain Crazy. California: Corwin Press. - Schneider, E. J. & Hollenczer, L. L. (2006). The Principal's Guide to Managing Communication. California: Corwin Press - Sletten, D. L. 2009. Successful Parent-Teacher Conferences: Teacher and Parent Work Together for Best Education for the

	Child. Available online: http://classroomissues.suite101.com/article.cfm/successful_parentteacher_Conferences. - “27 Tips for Parent Conferences”. Available online: http://www.inspiringteachers.com/classroom_resources/tips/parent_communication/parent_conferences.html.
Course Objectives	At the end of this module, the pre-service language teachers will be able to: - Identify principles for establishing two-way communication with parents - Describe ways to establish positive atmosphere for parent-teacher conferences - Learn ways to prevent and resolve parent-teacher differences. - Discuss the ways to avoid conflicts between parents and teachers through open, ongoing communication. - Use different strategies when parent and teachers disagree - Explain what a teacher should do while preparing for the conference - Discuss how can principles raise achievement levels, energize teachers, and get results? - List 10 traits of highly effective principals

Instructional Procedures

(A) Teachers and Parents

Although many of you believe strongly that parents and schools should form true partnership in order to maximize the benefit of parent involvement, this is not always an easy thing to achieve. It requires mutual commitment, action, trust, and understanding on the part of both parents and school personnel. One of the first steps teachers can take toward successful parent involvement is to learn the ins and outs of communicating with parents.

Communication is probably the most important issue in the teacher-parent relationship. Communication is certainly the area through which parents have the greatest contact with the school. Positive parent communication almost always results in excellent teacher-parent relationships. Negative, simplistic or inadequate communication always leads to problems throughout the year.

There are two primary types of communication: informational and dialog. Informational communication is when one side simply informs the other side of something. The content flows one way. It could be as simple as a note sent home or to school. It can be as complex as a formal teacher-parent conference where the teacher and parent are informing each other about the student.

Dialog is when the two sides share information back and forth for the benefit of the other. The content flows both ways. Generally, all communication between teacher and

parent is of the first type (informational) when both types are necessary for a true partnership.

It is clear that communication between teacher and parent is essential in educational setting. However, you can't force teachers and parents to cooperate with each other. Too often the other side is seen as the enemy rather than as a partner. Here are examples of the differences in perspective.

From a teacher's perspective:

- A passive parent is often considered one who "does not care about the child's education."
- An active parent is seen as an "aggressive troublemaker."

From a parent's perspective:

- A teacher's "negative" actions are often viewed as a result of "not liking my child."
- A teacher who does not excuse the child from something is giving no consideration to the child's out-of-school life.

Both perspectives are incorrect and too often stereotypical. Both sides need to work together for a common goal- the student's increased academic achievement. Schools, and the individual teachers on the staff, need to enter into individual partnerships with the parents.

Mandel, S. (2007)

Preventing and Resolving Parent-Teacher Differences

Parents and teachers share responsibility for creating a working relationship that fosters children's learning. It is important for teachers and parents to remember that they know the child in different contexts, and that each may be unaware of what the child is like in the other context. It is also useful to keep in mind generally that different people often have distinct but disparate perspectives on the same issue.

For many parents, a fundamental part of the parenting role is to be their child's strongest advocate with the teacher and the school (Katz, 1996). Other parents, however, may be reluctant to express their concerns because of cultural beliefs related to the authoritative position of the teacher. Others may have difficulty talking with teachers as a result of memories of their own school years, or they may be unsure of how to express their concerns to teachers. A few parents may fear that questions or criticism will put their child at a disadvantage in school.

Many parents may be surprised to learn that teachers, especially new teachers, are sometimes equally anxious about encounters with parents. Most teachers have received very little training in fostering parent-teacher relationships, but with the growing understanding of the importance of parent involvement, they may worry about doing everything they can to encourage parents to feel welcome (Greenwood & Hickman, 1991).

Avoiding Conflicts between Parents and Teachers through Open, Ongoing Communication

The foundation for good parent-teacher relationships is frequent and open communication.

Both teachers and parents share the responsibility for creating such a foundation. There are several strategies teachers can use to establish a climate conducive to open communication. Katz (1996) state that teachers can:

- **Let parents know how and when they can contact the school and the teacher.**

As early in the school year as possible, teachers can explain that: (1) they can be reached at specific times or in specific ways; (2) they can be contacted directly as questions or concerns arise; and (3) they have given a lot of thought to their teaching philosophy, class rules, and expectations. In addition to personal interaction, teachers often use newsletters or letters home to provide this information to parents, perhaps including a phone number and, if available, an electronic mail address by which they can be contacted. Some teachers encourage two-way communication by including in newsletters or letters home a short survey about children's interests or parents' hopes or expectations for the school year.

- **Practice an open-door, open-mind policy.**

Teachers can invite parents to visit the class at any time that is convenient to the parent. When they visit, parents can monitor their child's perceptions of a situation and see for themselves what the teacher is trying to achieve with his or her students.

- **Elicit expressions of parents' concerns and interests in preparation for parent-teacher conferences.**

Some schools organize parent-teacher meetings to discuss their goals early in the school year. On these occasions, teachers can ask parents to share their main concerns and goals for their child. Brief questionnaires and interest surveys also provide good bases for meaningful discussions in parent-teacher conferences.

- **Involve parents in classroom activities.**

Teachers can let parents know how they can be helpful and solicit parents' assistance with specific activities. The more involved parents are in what goes on in the classroom, the more likely they are to understand the teacher's goals and practices.

Parents also have an important role to play in fostering open communication between themselves and teachers. They can:

- **Introduce themselves.**

At the beginning of the school year, parents can contact teachers and let them know when they can be reached most easily, daytime or evening, to discuss their child's

classroom experience, and how they would prefer to be contacted (telephone, email, letter, etc.).

- **Be involved in classroom and school activities at whatever level work and family responsibilities allow.**

If parents cannot volunteer or go on field trips, they can let the teacher know that they are interested in helping in other ways with a special display or some activity that can be done on an occasional weekend, for example. They can let the teacher know that they have skills that they would be willing to share even if they are not sure how they can be useful in the classroom. Or, they can let the teacher know that special circumstances (an extremely ill parent, or an especially demanding job, for example) prevent them from being formally involved, but that they are always interested in how their child is doing and would welcome communications about their child on a regular basis, not just when there's a problem.

- **Initiate regular contact.**

Parents need not wait for the teacher to call them; they can contact the teacher at times the teacher has indicated are convenient.

. When Parents and Teachers Disagree: Strategies for Teachers and Parents

On those inevitable occasions when parents and teachers disagree about curriculum, assignments, peer relationships, homework, or teaching approaches, a pattern of open communication can be invaluable for resolving differences. But dealing with direct disagreements also requires respect and discretion by both parents and teachers. In times of disagreement, teachers should:

- **Know the school policy for addressing parent-teacher disagreements.**

It is a good idea for teachers to check school and district policies for handling conflicts or disagreements with parents and to follow the procedures outlined in the policies.

- **Use discretion about when and where children and their families are discussed.**

It is important to resist the frequent temptations to discuss individual children and their families in inappropriate public and social situations or to discuss particular children with the parents of other children. Confidentiality contributes to maintaining trust between parents and teachers.

Parents' discussions of disagreements with teachers need to be based on knowing the facts. Parents can:

- **Talk directly with the teacher about the problem.**

The best approach is to address complaints at first directly to the teacher, either in person or by telephone, and then to other school personnel in the order specified by school policy. Sometimes the teacher is unaware of the child's difficulty or perception of a situation. Sometimes a child misunderstands a teacher's intentions, or the teacher is

unaware of the child's confusion about a rule or an assignment. It is important to check the facts directly with the teacher before drawing conclusions or allocating blame. Direct contact is necessary to define the problem accurately and to develop an agreement about how best to proceed.

- **Avoid criticizing teachers in front of children.**

Criticizing teachers and schools in front of children may confuse them. Even very young children can pick up disdain or frustration that parents express about their children's school experiences. In the case of the youngest children, it is not unusual for them to attribute heroic qualities to their teachers. Some even think that the teacher lives at school and thinks of no one but them! Eventually such naivete is outgrown, but overheard criticism is likely to be confusing in the early years and may put a child in a bind over divided loyalties. Besides causing confusion and conflict, criticizing the teacher in front of the child does nothing to address the problem. In the case of older children, such criticism may foster arrogance, defiance, and rudeness toward teachers. Children's respect for authority figures is generally a shared goal in most cultures (Katz, 1996).

- **Choose an appropriate time and place to discuss the disagreement.**

Parents should keep in mind that the end of the day, when both teachers and parents are tired, is probably not the best time for a discussion involving strong feelings. If an extended discussion is needed, make an appointment with the teacher.

As children grow older, they are generally aware when their parents are upset about the teacher or a school-related problem. As parents discuss these incidents with their children, they are modeling ways to express frustration with the problems of life in group settings. As children observe and then practice these skills, the coping skills become "tools" in a child's "psychological pocket" to be used in future life experiences.

Teachers and parents share responsibility for the education and socialization of children. Preventing and resolving the differences that may arise between parents, teachers, and children with constructive communication, respect, grace, and good humor can help make school a pleasant place.

Whether a child is in grade school, middle school or high school it is important to maintain communication between parents and teachers. Research has shown that children whose parents are involved in their education make higher grades and participate more in school activities. The first line of communication is attending the parent-teacher conference.

Most schools set up days about three times a year for parent-teacher conferences. This allows parents an opportunity to see how their child is doing in school and meet the teachers their child spends each day with. It is important to attend these conferences no matter how the child is doing in school. Opening up a line of communication with each teacher will go a long way in helping a child succeed in school.

Preparing for the Conference

Attending the conferences is not mandatory, so it is up to parents to take the time and make the effort to attend. Here are some tips to help make each and every conference a success.

- *Be prepared.* Before attending the conference ask the child if he has any concerns or questions that he'd like discussed with the teacher. Look over the child's schoolwork to see what subjects he is doing well in or having trouble with. Make notes on questions to ask so the conversation will stay on track. Being prepared will make the conference time more productive for both the parent and the teacher.

- *Important questions to ask.* If meeting the teacher for the first time, parents may want to ask such questions as: What important topics or skills will the children be learning this year? Is the teacher open to different learning styles? Are classes structured for individual or group learning? How much homework should the student expect? How is the child performing as compared to the class as a whole? What can parents do at home to help their child succeed in school? By asking these and other similar questions parents will give the teacher a chance to share necessary information on how she teaches and what she expects from students.

At the Conference

- *Be on time.* Generally, teachers have scheduled several conferences in one day or night so their time with each parent is limited. Be respectful of their time and show up at the designated time. If parents have come prepared, they should be able to cover the most important topics in the time allotted.
- *Come with a positive attitude.* The school and teachers really do want what is best for each child so come with the attitude that everyone is working toward the same goal. Be polite and listen carefully as well as asking questions. Discuss concerns and listen as the teacher discusses her concerns about the child. Even if there is a disagreement on some topics or styles of teaching it will not help matters to argue with the teacher or become upset. Try to work out any disagreements in a civil manner. If the parents and the teacher really do not see eye to eye it is best to have a meeting with a school counselor or the principal at a later date. Arguing with the teacher will not solve problems and only make communication harder in the future.
- *Plan together how to solve any specific problems.* If the child is having trouble with certain subjects or behavior issues, work with the teacher on how to solve these problems. Working as a team will make helping the child much easier for the parent and the teacher.
- *Discuss the child's strengths.* Don't just dwell on the negatives; discuss the positive aspects of the child's education as well. Both parent and teacher can continue to reinforce the positive strengths with the child while helping to correct the weaknesses.
- *End on a positive note.* Thank the teacher for his time and tell the teacher to feel free to contact either parent any time there are concerns or issues he wishes to discuss. Keeping open communication between parents and the teacher is important in helping the child with his education.

After the Conference

Once the conference is over don't forget what was discussed and wait for the next conference to see if anything has improved or changed. It is important for parents to continue to monitor their child's schoolwork and listen to their child when he discusses his own concerns about school. Keep the communication open with his teacher if any issues arise between conferences. Being involved in a child's education and having a good relationship with a child's teacher and school can go a long way toward helping children have a successful school year.

27 Tips for Effective Teacher-Parent Conferences

1. Invite both parents

Encourage both parents to attend conferences when possible. Misunderstandings are less common if both parents hear what you have to say, and you'll be able to gauge the kind of support both parents give the child.

2. Make contact early

You'll get your relationship with parents off to a good start if you contact them early in the year, perhaps with a memo or newsletter sent home to all pupils. Give parents an outline of what their children will be studying, and let them know you'll be happy to meet with them during the year. (Be sure to say how and when they may contact you for conferences.)

3. Allow enough time

Schedule plenty of time for the meeting. Twenty to thirty minutes is usually adequate.

4. Be ready for questions

Be prepared to answer specific questions parents may have. They're likely to ask questions such as:

- What is my child's ability level?
- Is my child working up to his/her ability level?
- How is my child doing in specific subjects?
- Does my child cause any trouble?
- Does my child have any specific skills or abilities in schoolwork?

5. Get your papers organized in advance

Assemble your grade book, test papers, samples of the student's work, attendance records and other pertinent data together ahead of time. That way you won't be fumbling through stacks on your desk during the meeting.

6. Plan ahead

Have in mind a general but flexible outline of what you're going to say, including a survey of student progress, a review of his or her strengths and needs, and a proposed plan of action.

7. Greet parents near the entrance they'll use

You'll alleviate anxiety and frustration (nothing is more confusing to the uninitiated than wandering around those look-alike school hallways trying to find the right classroom) and makes parents feel more welcome.

8. Get the name right

Check your records ahead of time to make sure you've got the parents' names right. And don't assume that the wrinkled gray-haired gentleman coming in with Kemal is his grandfather. It could be his father, or an uncle. Politely ask. Try not to talk to the Yılmaz family about their son "Samet" when their son's name is "Ahmet".

9. Avoid physical barriers

Don't sit behind your desk, while forcing the parents to squeeze into the children's desks on the front row or perch miserably on folding chairs. Arrange a conference-style seating if possible so you'll all be equals together.

10. Open on a positive note

Begin conferences on a warm, positive note to get everyone relaxed. Start with a positive statement about the child's abilities, work or interests.

11. Structure the session

As soon as the parents arrive, review the structure of the conference--the why, what, how, and when so that you'll both have an "agenda".

12. Be specific in your comments

Parents may flounder if you deal only in generalities. Instead of saying "She doesn't accept responsibility," pin down the problem by pointing out "Ayşe had a whole week to finish her report but she only wrote two paragraphs."

13. Offer a suggested course of action

Parents appreciate being given some specific direction. If Jane is immature, it might be helpful to suggest parents give her a list of weekly chores, give her a notebook to write down assignments. (Of course, when you offer advice, let parents know you're only making a suggestion.)

14. Forget the jargon

Education jargon phrases like "criterion-referenced testing," "perceptual skills" and "least restrictive environment" may be just too much double-talk to many parents.

15. Turn the other cheek

In routine parent conferences, it's unusual to run into parents who are abusive and hostile. But it can happen. Try to not be rude, whatever the provocation. Hear out the parents in as pleasant a manner as possible, without getting defensive if you can.

16. Ask for parents' opinions

Let parents know you're interested in their opinions, are eager to answer their questions and want to work with them throughout the year to help make their child's education the best.

17. Focus on strengths

It's very easy for parents to feel defensive since many of them see themselves in their children. You'll help if you review the child's strengths and areas of need rather than dwelling on criticism or stressing weaknesses.

18. Use body language

Non-verbal cues set the mood of the conference. Smile, nod, make eye contact and lean forward slightly. You'll be using your body language to let parents know you're interested and approving.

19. Stress collaboration

Let the parent know you want to work together in the best interests of the child. A statement like "You need to see me as soon as possible to discuss Mehmet's poor study habits" only arouses hostility, while "I'd like to discuss with you how we might work together to improve Mehmet's study habits" gets the relationship off on the right foot.

20. Listen to what parents say

Despite the fact that we spend nearly a third of our lives listening, most adults are poor listeners. We concentrate on what we're going to say next, or we let our minds drift off to other concerns, or we hear only part of what a speaker is saying. You'll get more out of a parent conference if you really listen to what parents are saying to you.

21. Ask about the child

You don't want to pry, of course, but remember to ask the parents if there's anything they think you should know about the child (such as study habits, relationship with siblings, any important events in his or her life) which may affect his or her school work.

22. Focus on solutions

Ideally all parent conferences would concern only positive events. Realistically, many conferences are held because there's a problem somewhere. Things will go smoother if you focus on solutions rather than on the child's problem. Discuss what you and the parents can do to help improve the situation. Plan a course of action together.

23. Don't judge

It may not always be possible to react neutrally to what parents say, but communicating your judgments of parents' behaviors can be a roadblock to a productive relationship with them.

24. Summarize

Before the conference ends, summarize the discussion and what actions you and the parents have decided to take.

25. Wind up on a positive note

When you can, save at least one encouraging comment or positive statement about the student for the end of the conference.

26. Meet again if you need to

If you feel you need more time, arrange another meeting later rather than trying to rush everything before the kids get back from art class.

27. Keep a record of the conference

You may find it helpful later to have a brief record of what was said at the conference, what suggestions for improvement were made and so forth. Make notes as soon as possible after the conference while the details are still fresh.

(27 Tips for Parent Conferences)

(B) Principals**How can principles raise achievement levels, energize teachers, and get results?**

Principles are constantly communicating with parents, teachers, community leaders, school board members and students. Effective communication is the key to their success as administrators. Successful school principles understand the needs of their students, teachers, parents, staff, school board members, and the community. They create a work of environment where professionals are in continued growth and development. Knowing how to communicate well is the mark of the true leader and can transform a competent principle into a great one. The book “Principle Talk” by Cerra and Jacoby (2004) provides pre-service teachers with practical and useful scenarios to implement communication with teachers, parents, students, staff and the community.

Everyone thinking about becoming a school leader knows they had better sharpen their communication skills. It goes with the job. Today schools are expected to be transparent places. A transparent school requires principals to be much more open in their leadership style too. Consequently, principles today learn to delegate, to plan with communities of teachers and parents and even students. Trust and respect are built among the partners and a bond forms so that all the parties are working together to help ensure the best education for the children in the school.

Schneider, E. J. & Hollenczer, L. L. (2006).

10 Traits of Highly Effective Principals

Highly effective principals have strong communication skills, high levels of knowledge about teaching and learning, and the ability to provide instructional leadership. A highly effective principal is:

- 1. A communicator-** having the capacity to listen, empathize, and connect, as well as teach, present and motivate.
- 2. An educator-** a self-directed leader with a depth of knowledge in curriculum, instruction, and learning who motivates intellectual growth
- 3. An envisioner-** focused on the vision of what schools can be
- 4. A facilitator-** building strong relationships with parents, teachers, and student
- 5. A change master-** flexible, futuristic, and realistic; one who can motivate change

- 6. **A culture builder**- communicating and modeling a strong
- 7. **An activator**- with motivation, energy, and enthusiasm to spare
- 8. **A producer**- results-oriented, with a strong sense of accountability in building intellectual development and academic achievement
- 9. **A character builder**- a role model whose values, words, and deeds are marked by trustworthiness, respect, and integrity
- 10. **A contributor**- whose priority is making contributions to the success of others

McEwan, E. K. (2003)

ACTIVITIES

Act. 1. The instructor asks a number of questions and leads a classroom discussion.

Think of your highschool or middle school days. How often were your parents in contact with your teachers or school?

What were they talking about most when they got into contact? (Your success and/or failure, complaint about your behaviors at schools, not studying properly at home, and so on)

How often did you communicate with your school principal and for what reason?

How should the relationship between parents and teachers be?

If you were a teacher, how would you react when you face an aggressive or angry parent?

Act. 2. Students get into groups of five and act out their mini dramas to show how the relationship should or should not be between parents and teachers, teachers and administrators, parents and administrators, parents and students, and so on. After each group's performance a classroom discussion is hold.

CHAPTER 6

CONCLUSION

6.0 Introduction

This chapter focuses on a brief review of the research and its contribution to the pre-service language teachers' communication skills. The findings of the study are also revised in line with the hypothesis and the research questions formulated beforehand. Moreover, problems encountered throughout the study are mentioned. Finally, some suggestions for further studies, and implications for pre-service English language teacher education programs are presented.

6.1 Conclusion

Teacher educators have studied the classroom environment in order to find out why some teachers are more effective at getting students to learn than others for years. They have pointed out many factors that influence teacher effectiveness. Among these factors there are characteristics of teachers such as sympathy, kindness, helpfulness, humor, and creativeness; methods of teaching; managing behavior; knowledge about human development and learning; communicating and so on. Teaching involves effective relations. Arends, Winitzky and Tannenbaum (1998) affirm that effective teachers have positive relationships with their students. Promoting positive attitudes toward learning is one of the primary roles of teachers in classroom learning environment. Kearney and McCroskey (1980) stated that an effective teacher elicits positive orientations for students. Positive teacher communication behaviors serve to enhance learning.

One of the most neglected aspects of teacher training programs is the preparation in the diverse communication skills that are needed by teachers of today's schools. Teaching is 50% knowledge and 50% interpersonal or communication skills. Therefore, teachers should be aware of the importance of communication skills in teaching. A teacher can introduce effective solutions to the problems of students only through effective communication skills. Hence, s/he can enhance the learning process. In the classroom setting, two fields of communication discipline are very essential: interpersonal

communication and instructional communication. In order to create an effective classroom atmosphere, prospective teachers are expected to have some training in these fields of communication as indicated in the Higher Education Council's teacher competencies document. Therefore, the goal of this course is to teach pre-service language teachers about communication principles in classroom settings to enhance student learning. To this end, pre-service language teachers were first provided with the required knowledge on the subject matter, then were given chance to practice the principles of communication in their own classroom settings.

In this study, it is supposed that quite a many of the English teachers in high schools are not able to communicate effectively with their students. The results of the teacher communication behavior student questionnaire (TCBQ) supported this view. The learners were asked to evaluate their language teachers communication behaviors and it is found that only one teacher out of eleven is said to be a good communicator. However, unlike students' view, the teachers reported themselves as having good communication skills. Even this result indicates the existence of communication breakdowns between teachers and their students. Therefore, effective communication skills course seems to be a must for the pre-service teaching programs. Keeping this fact in mind, a syllabus is suggested to train prospective language teachers in the field of communication.

In order to decide what topics to include in the course, a variety of sources, namely books, journals, dissertations, textbooks were examined in detail. Throughout this process, May's (2004) thesis, *Teaching is communicating!: a handbook for student teachers*, was a great help. The list she has offered in her thesis is revised and necessary modifications were made considering the effective communication skills course content determined by the Higher Education Council in 2006-2007 academic year. This list was given to 134 pre-service language teachers and they are asked to rate how concerned they are about these instructional communication topics. Thus, the topics covered in the syllabus were decided. However, the pre-service teachers were not only the source to gather data. The instructors who offered this course in the department were also asked to rate these topics. According to the results obtained, final form of the syllabus was designed.

First week, characteristics of a good language teacher and the competencies that a teacher should possess after his/her training were discussed thoroughly. Then, a smooth transition is made to the communication field. The learners were provided with the necessary background information about the communication discipline. The following week, they learnt how to make use of nonverbal behaviors in language classrooms. A variety of examples were presented in order to increase awareness of the learners on the subject matter. The pre-service teachers were dealt with how to write a teacher resume and petition in the next week. In the following class, effective presentation skills, both oral and power point, were emphasized and ways to be an active listener were demonstrated. Later, pre-service language teachers were introduced teacher communication styles as well as teacher clarity, immediacy and the use of humor in language classrooms. The next module was about instructional communication strategies, namely lecture, discussion and group work. The learners brainstormed and discussed how to benefit from these strategies in language classes. The title of the next week was classroom anxieties and fears. This topic took the attention of the prospective teachers in that most of them had fear of speaking as they and their instructors mentioned. In the next class, the subject was conflict management and managing misbehaviors. They enjoyed the topic since they related it to their daily life easily. The topic of the next class was intercultural communication. Learning something new about different countries and discovering how cultural elements may differ even within a major culture seemed to arouse learners' interest. The last topic of the syllabus was communication among students, teachers, parents and administrators. In this class the learners were totally autonomous. They directed the flow of the class; therefore, they not only enjoyed but also benefited a lot.

In this study, it is hypothesized that with the help of this suggested syllabus the pre-service language teachers will be able to use their communication skills more effectively. In order to see the progress, a pre-test and a post-test were administered to the subjects in concern. The data gathered from these tests are used to answer 3rd and 4th research questions as well. The difference between pre-and post- tests stems from the way the items are formulated. That's to say, present perfect tense and comparative structures are used in order to emphasize the progress of the learners in the post-test but they are omitted in the pre-test. The questionnaire is first administered to 133 pre-service language teachers and the results are used to find the reliability of the

questionnaire by using SPSS. Irrelevant items are deleted and 36 items left. These items are found highly reliable (.94). Then, this form of questionnaire is given three experts on the communication discipline to provide face validity. The questionnaire is administered to the subjects of the study both before and after the training process. The results are statistically analyzed by using t-test to see if there is a significant difference. According to the result, it is found that the suggested syllabus contributed to the development of pre-service language teachers' communication skills. Thus, the hypothesis "with a well-defined, sound syllabus, it is possible to develop pre-service language teachers' effective communication skills" is verified. To support this view, the same post-test was given to another group of students who followed the previous course pack throughout the semester. The result indicates that there is a significant difference between the mean scores of the experimental group and the other group. The mean score of the other group is not low either since they also got training in the field of communication. Yet it is found that experimental group is better in terms of using communication skills.

In the Effective Communication Skills Questionnaire, the pre-service language teachers were also asked some questions related to course content, instructor, efficiency of the course, and so on. The results show that many of the learners believe in the efficiency of the course as a prospective language teacher. Generally speaking, the learners found the course content satisfactory; however, 20% stated that the course content was not satisfactory. Most probably this case stems from time limitation. There were many topics covered in the course and since the learners studied such a course for the first time, they were given some theoretical information in each class. Especially in the initial classes, this took much time and classroom discussions lasted longer. Therefore, some students got bored and claimed that they did not get chance to practice what they learned in the class. They expressed their thoughts in their reflection journals as well. Unfortunately, this was one of the weak sides of the syllabus. For that reason, this course could be offered either for two semesters; the course content could be reduced or modules could be revised.

Another question asked in this part was about whether the course focused on only specific issues and ignored many other topics. 84 per cent of the prospective teachers stated that they faced a variety of instructional communication topics. They

also added that the instructor was competent enough to offer the course. When they are asked their opinions about the appropriateness of the semester they took this course, quite a many of them claimed that first semester is appropriate to take this course. At the beginning of this study, the researcher stated that better results would be taken if the course is taken in latter semesters, especially sixth or seventh semesters. It is thought that the knowledge prospective teachers gained in the course would be remembered better if it is given just before their practicum and this would be helpful while practicing.

The questionnaire was not the only source to check the pre-service language teachers' views about the course. They were also asked to keep journals to reflect on the materials used and on their classroom experience. The data gather from these journals were examined through content analysis. Themes were determined, related key words were found and analyzed and finally positive and negative views were put on a table. Prospective teachers commented on the reading materials, activities and the instructor in their journals. Mostly, they were positive about these categories. The suggested syllabus was more theoretical at the beginning and became more student and activity-based later. In the initial weeks, the procedure was more theoretical and many things (articles, book chapters, notes) were given to the learners to read in order to form a ground. During this period, pre-service language teachers complained about long reading material and expressed that they had no enthusiasm to read. They added that they were not able to remember what they read. Actually, although there were different texts on the topic covered in that week, they shared common piece of information. Moreover, the learners were not expected to memorize them; contrary, they were asked to get the gist so that they can participate in the classroom discussions and understand the topic better. When it comes to the activities, they used many positive expressions to state their views. They enjoyed and had fun on the one side and found them beneficial, effective and informative on the other. Their view about the instructor is also positive. They liked the way she taught the subjects, and believed that she was well-prepared.

The findings of the content analysis support the findings of the questionnaire. For example, according to the results of the questionnaire, pre-service language teachers have developed their nonverbal communication skills. They expressed this view in their journals as well. In their journals, they reflected on their speaking skills and stated that

they have developed their speaking skills after taking this course. Their questionnaire scores support this view, too. The case is similar for the other items in the questionnaire. Whatever they wrote in their journals is parallel to the findings of the questionnaire. In a nutshell, the pre-service language teachers developed a positive attitude to the effective communication skills course. Positive attitude is a crucial aspect of affective learning and is thought to increase the retention rate of what is learnt. Hopefully, these candidate teachers will make use of the knowledge and skills they acquired in this course in their teaching career.

When it comes to the limitations of the study two basic issues should be mentioned. First, one of the most important limitations was time limitation. There were many topics covered in the course but one semester was not enough to handle them in detail. As aforementioned, sometimes theoretical part and classroom discussions lasted longer than expected. Therefore, not much time was left for the practice in the initial weeks. Candidate teachers wanted to make more presentations and read less. For that reason reading materials would be arranged again and more time could be spent on practical issues. Secondly, although pre-service language teachers affirm that they will make use of the knowledge and skills they gained in this course in real life, the researcher did not get a chance to observe this since the subjects are not graduated yet.

6.2 Suggestions

The result of this study indicates that more emphasis should be made on the communication skills so that it can foster learners' communication competence which is the core of language teaching curriculum. For that reason, an effective communication skills text book can be designed specifically for language teacher education programs. Moreover, language teachers should be given in-service training on how to use communication skills effectively in the classroom setting to enable students benefit from the courses more. Not only the English language teachers but also the instructors teaching the effective communication skills course should be given training on the theory and practice of communication since most of them lack it. Besides, the suggested syllabus can be translated into Turkish and put into practice in other teacher training programs after making the necessary modifications. For further studies, researchers can

conduct a long term study to see if the graduate students really benefit from the course and if they transfer their knowledge to daily life usage.

REFERENCES

- 27 tips for parent conferences. (n.d). Retrived December 21, 2010, from http://www.inspiringteachers.com/classroom_resources/tips/parent_communication/
- Adler, R. B. & Romdan, G. (2003). *Understanding human communication*. New York: OUP.
- Akram, M. (2009). Communication apprehensions in English language classrooms in schools in Pakistan. *Language in India: Strength for Today and Bright Hope for Tomorrow Volume 9:7*. Retrived March 8, 2009, from www.languageinindia.com.
- Aksoy, N. (1998, October). *Opinions of upper elementary students about a "good teacher" (case study in Turkey)*. Ellenville, NY: Paper presented at the Annual Meeting of the Northeastern Educational Research Association. (ERIC Document Reproduction Service No. ED428042).
- Al-Seghayer , K. (2001). American fast food (the hamburger): A cultural lesson. *The Internet TESL Journal*, Vol. VII, No. 3. Retrieved December 24, 2009, from <http://iteslj.org/>
- Altinel, Z. (2006). *Student misbehavior in EFL classes*. Unpublished MA Thesis, Çukurova University, Adana.
- Andersen, J. F. (1978). *The relationship between teacher immediacy and teaching effectiveness*. Ph.D. Thesis, West Virginia University, USA.
- Andersen, J. F. (1979). Teacher immediacy as a predictor of teaching effectiveness. In D. Nimmo (Ed.), *Communication Yearbook 3* (pp. 543-559). New Brunswick, NJ: Transaction Books.
- Anxiety in language learning*. (n.d.). Retrieved January 14, 2010, from http://www.studentpresskit.com/index.php?option=com_content&view=article&id=45:anxiety-in-language-learning.
- Arends, R. J., Winitzky, N. E. & Tannebaum, M. D. (1998). *Exploring teaching*. Boston: McGraw Hill.
- Askildson, L. (2009). Effects of humor in the language classroom: Humor as a pedagogical tool in theory and practice. Arizona Working Papers in SLAT – Vol. 12. Retrieved October 22, 2009 from <http://w3.coh.arizona.edu/AWP/AWP12/AWP12%5BAskildson%5D.pdf>.

- Atay, D. & Kurt, G. (2006). Prospective teachers and L2 writing anxiety. *Asian EFL Journal*, Vol. 8, 4, 100-118.
- Ayers, S. (2011). *Ways to communicate effectively*. Retrieved October 18, 2011, from http://www.ehow.com/way_5407827_ways-communicateeffectively.html.
- Baldwin, E., Longhurst, B., Smith, G., McCracken, S., & Ogborn, M. (2004). *Introducing cultural studies*. Harlow, England: Pearson/Prentice Hall.
- Banfield, S. R., Richmond, V. P. & McCroskey, J. C. (2006). The effect of teacher misbehaviors on teacher credibility and affect for teacher. *Communication Education*, 55, 63-72.
- Barton, W. & Beck, A. (2005). *Get set for communication studies*. Edinburg: Edinburg University Press.
- Bedwell, E. L., Hunt, G. H., Touzel, T. J. & Wiseman, D. G. (1991). *Effective teaching: Preparation and implementation*. Springfield: Charles C. Thomas Publisher.
- Beebe, S. A., Beebe, S. J. & Redmond, M. V. (2005). *Interpersonal communication: Relating to others*. Boston: Pearson.
- Beebe, S. A., Beebe, S. J., Ivy, D. K. & Watson, S. (2005). *Communication: Principles for a lifetime*. Toronto: Pearson.
- Bekleyen, N. (n.d.). *The Influence of teachers and peers on foreign language classroom anxiety*. Retrieved January 14, 2010 from <http://dergiler.ankara.edu.tr/dergiler/27/745/9525.pdf>, pp. 49-66.
- Bell, N. D. (2009). Learning about and through humor in the second language classroom. *Language Teaching Research*, 13, 3, 241–258.
- Berko, R. M., Wolvin, A. D. & Wolvin, D. R. (2004). *Communicating*. Boston: Houghton Mifflin Company.
- Borich, G. D. (1996). *Effective teaching methods: Research-based practice*. New Jersey: Pearson.
- Bowen, A. D. (2004). *Overcoming the fear of speaking in a foreign language: A study of the role that selected humanistic techniques play in reducing language anxiety associated with oral performance in the TESOL classroom*. Retrieved January 14, 2010, from <http://uir.unisa.ac.za/bitstream/10500/1827/4/00front.pdf>.
- Boyanton, D. (2007). *Creating powerful interpersonal communication in the college classroom*. Ph.D. Thesis, University of Virginia.

- Brantley, C. P. & Miller, M. G. (2008). *Effective communication for colleges*. Retrieved March 31, 2010, from http://www.swlearning.com/pdfs/chapter/0324272715_2.PDF.
- Brinkert, R. & Remland, M (2006). *Core nonverbal communication concepts*. Retrieved October 10, 2009, from http://www.creducation.org/resources/Core_Nonverbal_Comm_Concepts.doc.
- Brown, B. (2011). *What is effective communication?* Retrieved October 18, 2011, from <http://www.livestrong.com/article/69309-effective-communication/#ixzz1o99NBbyG>.
- Byram, M. & Zarate G. (1994). *Definitions, objectives and assessment of sociocultural competence*. Strasbourg: Council of Europe.
- Cerra, C. & Jacoby, R. (2004). *Principal talk! The art of effective communication in successful school leadership*. California: Jossey-Bass.
- Chesebro, J. L. & McCroskey, J. C. (2002). *Communication for teachers*. Boston: Allyn & Bacon.
- Chesebro, J. L. (2002). Teaching clearly. In Chesebro & McCroskey (ed), *Communication for teachers* (pp.93-103). Boston: Allyn & Bacon.
- Cheung, Yin Ling. (2008). Teaching effective presentation skills to ESL/EFL students. *The Internet TESL Journal*, Vol. XIV, No. 6. Retrieved October 10, 2009, from <http://iteslj.org/>.
- Chiasson, P. (2002). Using humour in the second language classroom. *The Internet TESL Journal*, Vol. VIII, No. 3. Retrieved October 13, 2009, from <http://iteslj.org/>.
- Chin, G. & Chien, W. (2004). Learning American holidays through greeting cards. *The Internet TESL Journal*, Vol. X, No. 9. Retrieved December 24, 2009, from <http://iteslj.org/>.
- Chlopek, Z. (2008). The intercultural approach to EFL teaching and learning. *English Teaching Forum*. Number 4, 10-19. Retrieved September 29, 2009, from <http://exchanges.state.gov/englishteaching/forum/archives/docs/08-46-4-c.pdf>.
- Christophel, D. M. (1990). The relationship among teacher immediacy behaviors, student motivation and learning. *Communication Education*, 39, 323-340.
- Civikly, J. M. (1992). Clarity: Teachers and students making sense of instruction. *Communication Education*, 41, 138-152.
- Civikly, J. M. (1997). *Classroom communication: Principles and practice*. New York: McGraw-Hill Companies.

- Comstock, J., Rowell, E., & Bowers, J. W. (1995). Food for thought: Teacher nonverbal immediacy, student learning and curvilinearity. *Communication Education*, 44, 251-266.
- Conflict resolution*. (n.d.). Retrieved December 12, 2009, from <http://www.timeforkids.com/TFK/media/teachers/pdfs/2002S/020503WRw2.pdf>.
- Conflict resolution activities*. (n.d.). Retrieved December 12, 2009, from [http://www.teachervision.fen.com/classroom management/activity/2922.html](http://www.teachervision.fen.com/classroom%20management/activity/2922.html).
- Cooper, P. J. (1986). *Teachers as speakers*. Atlanta: Association of Teacher Educators Convention. (ERIC Document Reproduction Service No. ED266521).
- Creswell, J. W. (2006). *Choosing a mixed methods design*. Retrieved September 8, 2011, from http://www.sagepub.com/upm-data/10982_Chapter_4.pdf
- Çelebi, S. (2009). *Teachers and students' views on anxiety in English classrooms and attitudes towards English*. Unpublished MA Thesis, Çukurova University, Adana.
- Dealing with aggressive students on-the-spot*. (n.d.). Retrieved December 23, 2009, from [www.britishcouncil.org/ sr/serbia-elita-newsletter-schwartz.doc](http://www.britishcouncil.org/sr/serbia-elita-newsletter-schwartz.doc).
- Dealing with conflict*. (n.d.). Retrieved December 22, 2009, from <http://www.nsba.org/sbot/toolkit/Conflict.html>.
- DeVito, J. A. (1992). *The interpersonal communication book*. New York: HarperCollins.
- Dillon, R. K. (1998). *Intercultural communication activities in the classroom: Turning stumbling blocks into building blocks*. (ERIC Document Reproduction Service No. ED419254).
- Doğancay-Aktuna, S. (2005). Intercultural communication in English language teacher education. *ELT Journal*, 59 (2), 99-107.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: OUP.
- Edwards, M. C. (2000). *Effective parent-teacher communication*. Retrieved December 12, 2010, from [http://www.parenting-ed.org/handout3/Parental%20Involvement/parentteacher communication.htm](http://www.parenting-ed.org/handout3/Parental%20Involvement/parentteacher%20communication.htm).
- Elfatihi, M. (2006). *The role of nonverbal communication in beginners' EFL classrooms: Sale junior high schools as a case*. (ERIC Document Reproduction Service No. ED491813).
- Ersanlı, C. (2010). *Developing prospective English language teachers' comprehension of texts with humorous elements*. Unpublished Ph.D. Thesis, Gazi University, Ankara.

- Ersanlı, K. & Balcı, S. (1998). İletişim becerileri envanterinin geliştirilmesi: Geçerlik ve güvenirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 2, 10, 7-12.
- Eryılmaz, D. & Darn, S. (2005). *A nonverbal communication lesson*. Retrieved October 13, 2009, from *İzmir University of Economics celta course*, [http://sfl.ieu.edu.tr/docs/tdu/publications/A%20Nonverbal%20Communication%20Lesson%20%5BLesson%20Plan%20Version%5D%20\(Dilek%20Eryilmaz,%20Steve%20Darn\).pdf](http://sfl.ieu.edu.tr/docs/tdu/publications/A%20Nonverbal%20Communication%20Lesson%20%5BLesson%20Plan%20Version%5D%20(Dilek%20Eryilmaz,%20Steve%20Darn).pdf)
- ESL teacher as cultural broker: Exploring prejudice and bias what do you think?* (n.d.). Retrieved December 24, 2009, from http://www.everythingsesl.net/downloads/prejudice_bias.pdf.
- Fisher, D. L., Waldrup, B. G., & den Brok, P. (2005). Students' perceptions of primary teachers' interpersonal behavior and of cultural dimensions in the classroom environment. *International Journal of Educational Research*, 43, 25-38.
- Fiske, J. (1990). *Introduction to communication studies*. London: Routledge.
- Food around the world*. (n.d.) Retrieved December 12, 2009, from http://www.macmillanenglish.com/uploadedFiles/Inspiration/INSP1culture_FAW.pdf.
- Foulger, D. (2004). *Models of communication process*. Retrieved August 01, 2009, from <http://davis.foulger.info/research/unifiedModelOfCommunication.htm>.
- Gamble, T. & Gamble, M. (2006). *Communication works (9th ed.)*. Columbus: McGraw-Hill.
- Gardner, S. (2002). The use of humor in the language classroom. Retrieved October 22, 2009 from *岡山大学教育学部研究集録*, 120 (1), 79-86.
- Gerlach, P. K. (2009). *A personal communication-strengths inventory*. Retrieved May 5, 2009, from <http://www.sfhelp.org/02/strengths.htm>.
- Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education*, 37, 40-53.
- Greenwood, G. E., & Hickman, C. W. (1991). Research and practice in parent involvement: Implications for teacher education. *Elementary School Journal*, 91(3), 279-288.
- Guidelines for writing a teacher CV*. (n.d.). Retrieved October 18, 2009, from https://www.reedlearning.co.uk/.../569298538_Guidelines%20for%20writing%20a%20Teacher%20.doc.
- Handling humor in the classroom*. (n.d.). Retrieved October 22, 2009, from <http://www.american-classroom-supply.com/humor-in-the-classroom.html>.

- Haynes, J. (2002). *The culture quiz*. Retrieved December 12, 2009, from http://www.everythingsl.net/downloads/culture_questions02.pdf.
- Ho, H. (2008). *Development of the integrated communication model*. (ERIC Document Reproduction Service No. ED502682).
- Hofstede, G. J., Pedersen, P. B. & Hofstede, G. (2002). *Exploring culture: Exercises, stories and synthetic cultures*. Yarmouth, Maine: Intercultural Press, Inc.
- Hopkins, W. G. (2008). *Quantitative research design*. Retrieved September 8, 2011, from <http://www.sportsci.org/jour/0001/wghdesign.html>.
- <http://articles.smashits.com/articles/career/40654/the-six-c-s-of-effective-communication.html> (31.03.2010).
- http://cobweb2.louisville.edu/faculty/regbruce/bruce/mgmtwebs/commun_f98/Verbal.htm (03.03.2010).
- <http://communicationtheory.org/wp-content/uploads/2010/01/berlos-smcr-model-of-communication-picture.jpg> (01.08.2009).
- http://cspcentral.com.au/wp-content/uploads/2009/02/131304_victory_sign.jpg (15.03.2010)
- <http://deltabravo.net/custody/body.php> (15.03.2010)
- <http://faculty.evansville.edu/dt4/301/awimage7.gif> (01.08.2009).
- <http://jobsearch.about.com/od/coverlettersamples/a/covertteacher.htm> (18.10.2009).
- <http://listverse.com/2007/11/08/25-examples-of-body-language/> (13.10.2009).
- <http://odevartezyen.blogcu.com/dilekce-ornegi/6302024> (18.10.2009).
- http://s3.amazonaws.com/readers/2009/08/25/twistedsmiles_1.jpg (13.10.2009).
- <http://searchwarp.com/swa10270.htm> (08.10.2009).
- <http://tesl-ej.org/ej38/m1.pdf> (18.10.2009).
- <http://umaine.edu/publications/6103e/> (18.10.2011).
- http://www.abcteach.com/free/r/rc_elementary_halloween_origins.pdf (15.03.2010).
- <http://www.about-personal-growth.com/verbal-communication.html> (18.10.2009).
- http://www.actden.com/pp/unit1/1_main.htm (27.09.2009).
- <http://www.angelfire.com/mi/pattern/teacher.html> (02.10.2009).
- <http://www.baclass.panam.edu/comm2002/Textbook/illustrations/laswell.gif> (01.08.2009).
- <http://www.bestsampleresume.com/sample-teachers-resume/sample-teachers-resume-2.htm> (18.10.2009).

<http://www.bilgipasaji.com/forum/ogretmenler-odasi-27/49573-egitimciler-icin-ornek-dilekceler.html> (11.10.2009)

<http://www.blurtit.com/q2899395.html> (31.03.2010)

<http://www.buzzle.com/articles/how-to-write-a-teachers-resume.html> (18.10.2009).

http://www.citizen.org.uk/education/sen/pdf/conflict_res.pdf (21.12.2009)

<http://www.cmpe.boun.edu.tr/courses/cmpe492/common/CSS%20%20Verbal%20Communication%20Skills.ppt> (05.11.2009)

<http://www.docstoc.com/docs/2174611/Presentation-skills-for-teachers> (05.11.2009).

<http://www.education.ne.gov/.../ANALYZINGYOUROWNCOMMUNICATIONSKILLS.doc> (05.05.2009).

http://www.ehow.com/way_5312264_activities-introducing-listening-skills.html (18.10.2009).

http://www.elmhurst.edu/library/learningcenter/Listening/listening_behaviors_survey.htm (18.10.2009).

<http://www.eruptingmind.com/verbal-communication-skills/> (27.09.2009).

<http://www.eslinnovator.com/2009/03/teaching-not-talking-head-like-in-your.html> (13.10.2011)

<http://www.etni.org.il/red/grapevin/grape3/default.htm> (22.10.2009).

http://www.explorehr.org/articles/Personal_Development/Seven_Communication_Principles.html (31.03.2010).

<http://www.gifted.uconn.edu/siegle/GoalValuation/section3.html> (18.10.2009)

<http://www.itstime.com/aug97.htm> (03.03.2010).

<http://www.joesclass.com/bits221/Gestures.htm> (29.09.2009)

<http://www.kidspages.com> (29.09.2009)

<http://www.livemocha.com/practice/english/dialog/51&14> (24.12.2009)

<http://www.mes-english.com/flashcards/files/halloween1.pdf> (29.09.2009)

<http://www.mindtools.com/CommSkll/ActiveListening.htm> (08.09.2009).

<http://www.money-zine.com/Career-Development/Resume-Writing/Resumes-for-Teachers/> (18.10.2009)

<http://www.only-effective-communication-skills.com/communication-skills-for-teachers.html> (18.10.2009)

<http://www.rcmp-learning.org/docs/ecdd0011.htm> (05.11.2009).

<http://www.saperelelingue.com/manager/files/DIALOGUE%20Shopping.pdf> (24.12.2009).

- http://www.selfgrowth.com/articles/7_Golden_Rules_of_Communication.html
(19.04.2009).
- http://www.speakspeak.com/html/d2j_english_cv.htm (11.10.2009).
- http://www.teacherstalk.co.uk/resources/teaching_cv.php (11.10.2009).
- <http://www.teachingenglish.org.uk/try/activities/active-listening-activities> (18.10.2009).
- <http://www.tefl.net/alexcase/worksheets/efl-cultural-training/gestures-identify-country/>
(28.02.2010)
- <http://www.tolerance.org/activity/communication-total-impact-your-message>
(02.03.2010).
- http://www.wepapers.com/Papers/59116/Writing_Your_CV_For_Step_Teachers
(18.10.2009).
- Humor in the classroom.* (2009). Retrieved October 22, 2009, from [http://www.criminologycenter.fsu.edu/jjeep/conference/JJEI_2009/Humor20in%20the%20Classroom%20\(Aug%2003,%202009.doc](http://www.criminologycenter.fsu.edu/jjeep/conference/JJEI_2009/Humor20in%20the%20Classroom%20(Aug%2003,%202009.doc).
- Hunt, S. K. Simonds, C. J. & Cooper, P. J. (2002). Communication and teacher education: Exploring a communication course for all teachers. *Communication Education*, 51, 1, 81-94.
- Hurt, H. T., Scott, M. D. & McCroskey, J. C. (1978). *Communication in the classroom*. Massachusetts: Addison-Wesley Publishing Company.
- Hybels, S. & Weaver. R. (1995). *Communicating effectively*. New York: McGraw-Hill.
- Interpersonal communication skills inventory.* (2002). Retrieved May 5, 2009, from http://www.nal.usda.gov/wicworks/Sharing_Center/CT/csmodule/Inventory.pdf.
- Interpersonal communication skills test.* (1996). Retrieved May 5, 2009, from http://www.queendom.com/queendom_tests/transfer.
- Işık, M., Biber, L., Öztekin, A. & Öztekin, H. (2006). *Genel ve teknik iletişim*. Konya: Eğitim Kitapevi Yayınları.
- Jarvis, S. & Algozzine, B. (2006). *Everything I need to know about teaching*. California: Corwin Press.
- Kajiura, A. (1996). Developing awareness: An intercultural communication lesson plan. *The Internet TESL Journal*, Vol. II, No. 4. Retrieved December 12, 2009, from <http://iteslj.org/>.
- Kalebic, Sanja Curkovic. (2005). *Towards the development of standards in foreign language teaching preparation*. Retrieved October 01, 2009, from <http://www.atee2005.nl/download/papers/05ab.pdf>.

- Katalin, P. (2006). Foreign language classroom anxiety: A classroom perspective. In M. Nikolov & J. Horváth (Eds.), *Empirical studies in English applied linguistics* (pp. 39-58). Pécs: Lingua Franca Csoport.
- Katz, L. G., Aidman, A., Reese, D. A. & Clark, A. M. (1996). *Preventing and resolving parent-teacher differences*. (ERIC Document Reproduction Service No. ED401048).
- Kearney, P. & McCroskey, J. C. (1980). Relationships among teacher communication style, trait and state communication apprehension and teacher effectiveness. *Communication Yearbook*, 4, 533-551.
- Ki-yung, K. (2003). A study of non-verbal communication. *仁荷工專大論文集 Vol. 30*, 293-308. Retrieved October 13, 2009, from <http://myhome.hanafos.com/~philoint/lecture/eng-data-teaching-n-thesis/theses-3-a-study-of-non-verbal-communication.htm>.
- Klopf, W. & Park, M. (1982). *Cross-cultural communication*. Seoul, Korea: Han Shin Publishing Co.
- Klopf, W., Park M. & Cambra, R. (1983). *Elements of human communication*. Seoul, Korea: Han Shin Publishing Co.
- Kral, T. (1994). *Teacher development: Making the right moves*. Selected articles from English Teaching Forum (1989-1993). Washington D.C., English Language Program Division United States Information Agency
- Kung, Shiao-Chuan. (2002) A lesson on table manners. *The Internet TESL Journal*, Vol. VIII, No. 5 Retrieved December 24, 2009, from <http://iteslj.org>.
- Lane, D. R. (1994). *Computer-mediated competence: An examination of communicative competence using the modem as the medium*. Retrieved March 2, 2009, from <http://www.uky.edu/~drlane/techno/cmcompetence.htm> & <http://www.uky.edu/~drlane/capstone/welcome.html>
- Lee, D. (1993). *Developing effective communications*. Retrieved March 2, 2009 from <http://extension.missouri.edu/publications/DisplayPub.aspx?P=CM109>
- Lee, P. (2006). *Collaborative practices for educators: Six keys to effective communication*. California: Corwin Press.
- Lörscher, W. (2002). *Nonverbal aspects of teacher pupil communication in the foreign language classroom*. Knowledge and Discourse: Speculating in Disciplinary Futures 2nd International Conference. Hong Kong.

- Long, R. (2005). *Art of positive communication (Building success through better behaviour)*. London: David Fulton Publishers.
- Making conversation. (n.d.). Retrieved October 20, 2009, from <http://www.cambridge.org/elt/passages2e/images/pdf/PassWB1U05.pdf>.
- Mandel, S. (2007). *The parent-teacher partnership: How to work together for student achievement*. Chicago: Zephyr Press.
- Martin, David. (n.d.). *How to be an effective EFL teacher*. Retrieved January 14, 2009, from http://www.eflpress.com/teacher/writing_teacher.html.
- May, M. (2004). *Teaching is communicating! A handbook for student teachers*. MA Thesis, Texas Tech University, USA.
- Mayhew, R. (2011). *Why is it important for teachers to have good communication skills?* Retrieved October 18, 2011, from http://www.ehow.com/info_11404496_important-teachers-good-communication-skills.html.
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4, 78-96.
- McCroskey, J. C. (1984). Communication competence: The elusive construct. In Bostrom, R. N. (ed), *Competence in communication: A multidisciplinary approach*. (pp259-268). Beverly Hills, CA: Sage Publications.
- McCroskey, J. C. & Richmond, V. P.. (1992). An instructional communication program for in-service teachers. *Communication Education*, 42, 2,215-23.
- McCroskey, J. C., Richmond, V. P & McCroskey, L. L. (2006). *An introduction to communication in the classroom: The role of communication in teaching and training*. Boston: Pearson Education.
- McCroskey, L. L., Richmond, V. P& McCroskey, J. C. (2002). The scholarship of teaching and learning: Contributions from the discipline of communication. *Communication Education*, 51, 4, 383-391.
- McEwan, E. K. (2003). *10 traits of highly effective principals: From good to great performance*. California: Corwin Press.
- McEwan, E. K. (2005). *How to deal with parents who are angry, troubled, afraid or just plain crazy*. California: Corwin Press.
- Mehrabian, A. (1967). Attitudes inferred from nonimmediacy of verbal communication. *Journal of Verbal Learning and Verbal Behavior*, 6, 294-295.
- Mehrabian, A. (1969). Some referents and measures of nonverbal behavior. *Behavior Research Methods and Instrumentation*, 1, 203-207.

- Mehrabian, A. (1971). *Silent messages*. Belmont, CA: Wadsworth.
- Mehrabian, A. (1981). *Silent messages: Implicit communication of emotion and attitude*. Belmont, CA: Wadsworth.
- Middle school conflicts*. Retrieved December 22, 2009, from <http://www.eduplace.com/activity/pdf/conflict.pdf>.
- Morain, G. G. (1986). Kinesics and cross-cultural understanding. In Valdes (ed.), *Culture bound: Bridging the cultural gap in language teaching*. (pp.64-76) Cambridge: Cambridge University Press.
- Mottet T. P., Richmond, V. P. & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical & relational perspectives*. Boston, MA: Allyn & Bacon.
- Murphy, J. (2011). *Effective communication skills for teachers*. Retrieved October 18, 2011, from http://www.ehow.com/info_8370631_effective-communication-skills-teachers.html.
- Nacino-Brown, Oke, F. E. & Brown, D. P. (1982). *Curriculum and instruction: An introduction to methods of teaching*. London: Macmillan.
- New Jersey professional standards for teachers*. Retrieved February 18, 2009, from <http://www.state.nj.us/education/profdev/profstand/standards.pdf>.
- Norton, R. (1983). *Communicator style: Theory, application, and measures*. Beverly Hills, CA: Sage.
- Parks, M. R. (1985). Interpersonal communication and the quest for personal competence. In M. L. Knapp, & G. R. Miller (Eds.), *Handbook of interpersonal communication* (pp. 171-201). Beverly Hills, CA: Sage.
- Prodromou, L. (1994). The good language teacher. In Kral, T (ed). *Teacher development: Making the right moves*. (pp.18-33), Washington D.C., English Language Program Division United States Information Agency.
- Promjiem, T. (2009). *How applicable is Berlo's SMCR model of communication when describing music visually and textually?* Retrieved October 7, 2009, from http://www.pixelwires.com/research_essay09.pdf.
- Quick tips for discipline in the EFL classroom*. Retrieved December 23, 2009, from <http://blog.esldaily.org/2009/10/18/quick-tips-for-discipline-in-the-efl-classroom.aspx>.

- Quick tips to help English language learner (ELL) students in the classroom.* Retrieved March 21, 2009, from [http://www.nelson.k12.va.us/HighSchool/users/ktucker/Tips%20to%20Help %20English%20Language %20 Learners.htm](http://www.nelson.k12.va.us/HighSchool/users/ktucker/Tips%20to%20Help%20English%20Language%20Learners.htm).
- Reasons for student misbehavior require thoughtful responses.* Retrieved December 12, 2009, from [http://www.advantagepress.com/newsletters/ jun03news.asp](http://www.advantagepress.com/newsletters/jun03news.asp).
- Resolve those classroom conflicts!* Retrieved December 12, 2009, from [http://www.timeforkids.com/TFK/media/ teachers/pdfs/2002S/ 020503WR3.pdf](http://www.timeforkids.com/TFK/media/teachers/pdfs/2002S/020503WR3.pdf).
- Richmond, V. P., & McCroskey, J. C. (1998). *Communication apprehension, avoidance, and effectiveness* (5th ed.). Needham Heights, MA: Allyn and Bacon.
- Richmond, V. P., & McCroskey, J. C. (2000). The impact of supervisor and subordinate immediacy on relational and organizational outcomes. *Communication Monographs*, 67, 85-95.
- Richmond, V. P., Gorham, J. S., & McCroskey, J. C. (1987). The relationship between selected immediacy behaviors and cognitive learning. In M. McLaughlin (Ed.), *Communication yearbook 10*, (pp. 574-590). Beverly Hills, CA: Sage.
- Richmond, V. P., Wrench, J. S. & Gorham, J. (2009). *Communication, affect & learning in the classroom* (3rd ed.). Retrieved June 23, 2009, from [http://www.cios.org/readbook/cal/cal. pdf](http://www.cios.org/readbook/cal/cal.pdf).
- Robinson, L. & Segal, J. (2011). *Effective communication: Improving communication skills in business and relationships.* Retrieved October 18, 2011, from http://www.helpguide.org/mental/eq4_emotion_communicates.htm.
- Rubin, R. B. (1985). The validity of the communication competency assessment instrument. *Communication Monographs*, 52, 173-185.
- Rubin, R. B. & Feezel, J. D. (1984). *What do we know about the assessment of the communication competencies of teachers?* Paper presented at the annual meeting of the Central States Speech Association (ERIC Document Reproduction Service No. ED247632).
- Rubin, R. B., Rubin, A. M. & Piele, L. J. (2005). *Communication research: Strategies and sources.* Belmont, CA: Thomson, Wadsworth.
- Russell, J. (2007). *Using humor in the classroom.* Retrieved October 22, 2009, from https://els.earlham.edu/gpe/files/30/226/JimR_2008.pdf.
- Salleh, L. M. (2008). Communication competence: A Malaysian perspective. *Human Communication*, Vol. 11, No. 3, pp. 303 – 312.

- Schneider, E. J. & Hollenczer, L. L. (2006). *The principal's guide to managing communication*. California: Corwin Press.
- She, H. & Fisher, D. (2000). The development of a questionnaire to describe science teacher communication behavior in Taiwan and Australia. *Science Education*, 84, 6, 706-726.
- Singh, J. (2005). *Communication Skills*. Retrieved October 18, 2009, from <http://www.giveatry.com/communicationskills.php>.
- Sletten, D. L. (2009). *Successful parent-teacher conferences: Teacher and parent work together for best education for the child*. Retrieved January 29, 2009, from http://classroomissues.suite101.com/article.cfm/successful_parentteacher_Conferences.
- Sokolov, I. (2001). *Humour in the EFL classroom*. Retrieved January 4, 2009, from www.beta-iatefl.org/pages/publications/.../Ivan%20Sokolov.doc.
- Soudek, M. & Soudek, L. I. (1985). Nonverbal channels in language learning. *ELT Journal*, 39, 2, 109-114.
- Standards and Accreditation in Teacher Education in Turkey*. Retrieved October 1, 2009, from www.yok.gov.tr/english/acr2/a3/app3.html.
- Staton-Spicer, A. Q. & Darling, A. L. (1986). Communication in the socialization of pre-service teachers. *Communication Education*, 35, 215-230.
- Table Manners for a Typical Evening Meal*. Retrieved December 27, 2009, from <http://www.leaderu.com/isr/lifein america/tablemanners.html>.
- Teaching and Educational Development Institute. (n.d.). *Presentation skills for teachers*. Retrieved October 20, 2009, from http://www.tedi.uq.edu.au/downloads/Presentation_skills.pdf.
- The five golden rules of good classroom management*. (n.d.). Retrieved December 23, 2008, from http://www.teachingenglishgames.com/Articles/Classroom_Management.htm.
- Thomas, D. (2008). *Communication skills for teachers in the language classroom*. Retrieved September 11, 2009, from http://www.beta-iatefl.org/pages/publications/Stara_Zagora/Dimitrova%20Thomas.doc.
- Trenholm, S., & Jensen, A. (1988). *Interpersonal communication*. Belmont, California: Wadsworth Publishing Company.
- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

- Weatherford, H. J. (1986). *Nonverbal communication and the foreign language teacher*. Paper presented at the meeting of the Foreign Language Association of Georgia (Athens, GA, September 1986). (ERIC Document Reproduction Service No. ED280275).
- Weaver, R. L. & Cotrell, H. W. (2001). Ten specific techniques for developing humor in the classroom. *Education*, Vol. 108, 2, 167-179. Retrieved October 22, 2009, from <http://www.faculty.armstrong.edu/roundtable/4717458.pdf>.
- Webster (1983). *Merriam-Webster's collegiate dictionary*. Springfield, MA: Merriam-Webster Incorporated.
- Wexford- Missaukee Intermediate School District. (1990). *Effective teaching behavior*. Retrieved January 9, 2009, from <http://www.wmisd.org/ct/WMCTC%20Staff%20Handbook/Effective%20Teaching%20Behaviors.PDF>.
- What's your conflict management style*. Retrieved December 22, 2009, from <http://webhome.idirect.com/~kehamilt/ipsyconstyle.html>.
- Writing guide: Content analysis*. (1993). Retrieved September 8, 2011, from <http://writing.colostate.edu/guides/research/content/printformat.cfm?printformat=yes>.
- Yi, F. *EFL classroom management: Creating a positive classroom for learning*. Retrieved December 22, 2009, from http://210.33.23.27/jpkc_nbu/daxueyingyu/download/013.pdf.
- Yıldırım, A. ve Hasan Ş. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

APPENDICES

Appendix 1

Standards and Accreditation in Teacher Education in Turkey

A3.1 Teacher competencies

A list of teacher competencies applicable to teacher training programs is given below. They should be acquired by student teachers throughout their training. They are applicable to all subject areas. The listed competencies are identified as skills and behaviours that can be observed, and measured in three categories: poor, average and good. A3.2 gives a guide to observation. A3.3 gives indicators

1.0 Competencies related to subject area and subject area teaching

1.1 Knowledge of subject area

- 1.1.1 To show that he/she possesses knowledge on the specialist subject(s) above the level envisaged in the curriculum
- 1.1.2 To show that he/she can teach subject-specific theories, principles and concepts in an understandable way and with self-confidence

1.2 Knowledge of subject area teaching

- 1.2.1 To recognise students common misunderstandings and errors
- 1.2.2 To answer students' questions on the subject with self-confidence
- 1.2.3 To understand that the physical, mental, emotional and social development of students affects their learning
- 1.2.4 To be informed about the school curriculum related to the subject
- 1.2.5 To be informed about specialist teaching approaches, methods and techniques related to the subject
- 1.2.6 To make use of information technology related to the subject
- 1.2.7 To take health and safety measures related to the subject

2.0 Competencies related to teaching and learning

2.1 Planning

- 2.1.1 To express aims and behavioural objectives clearly
- 2.1.2 To organise teaching-learning activities to achieve the objectives

- 2.1.3 To select and prepare appropriate equipment and materials
- 2.1.4 To plan activities which will contribute to the individual, mental, ethical, social and cultural development of students
- 2.1.5 To consider individual differences between students in planning
- 2.1.6 To specify assessment appropriate to the objectives

2.2 Teaching process

- 2.2.1 To ensure continuity and sequence of learning
- 2.2.2 To present preparatory activities which will motivate students
- 2.2.3 To present the subject in a way appropriate to the level of the students
- 2.2.4 To make use of methods and techniques appropriate to the ages, attachment, and ability of students
- 2.2.5 To use appropriate equipment and materials
- 2.2.6 To use time effectively
- 2.2.7 To interact with students, and give them appropriate feedback
- 2.2.8 To use activities which will ensure student participation (individual, pair, group work; demonstration, field trip, observation, experiment, panel discussion and others)
- 2.2.9 To create opportunities for students to relate what they learn to their daily lives
- 2.2.10 To use questions appropriate to student level which motivates them, and encourage them to think
- 2.2.11 To list the subject terminology in an appropriate manner and present it with carefully selected samples
- 2.2.12 To evaluate student achievement in reaching the objectives

2.3 Classroom management

- 2.3.1 To provide and maintain a secure learning environment where students can express themselves freely
- 2.3.2 To teach the lesson safely and in a manner appropriate to its aim

- 2.3.3 To take any necessary measures to prevent disruptions and interference
- 2.3.4 To maintain continuity of student interest and motivation during the lesson
- 2.3.5 To give students feedback about their behaviour
- 2.3.6 To use sanctions and praise appropriately

2.4 Communication

- 2.4.1 To give clear explanations and instructions
- 2.4.2 To provide effective communication in the classroom (student-teacher; student-student; teacher-student)
- 2.4.3 To communicate with school administrators, colleagues, other school personnel, parents and relevant educational institutions
- 2.4.4 To use his/her voice effectively
- 2.4.5 To use oral and body language effectively (posture, gestures, etc)

3.0 Evaluation and recording student learning

- 3.1 To mark student work promptly, and to provide feedback to students for their improvement
- 3.2 To keep records of activities (exams, homework, observations) and progress, and to inform students about the results on a regular basis
- 3.3 To understand the importance of, and to apply, continuous assessment of student learning.
- 3.4 To consult experienced teachers to solve problems relating to unsuccessful students
- 3.5 To evaluate student academic progress using national grading criteria

4.0 Other professional competencies

- 4.1 To perform the teaching task in conformity with the aims and principles of the Turkish National Education System
- 4.2 To be aware of professional rights and responsibilities set by laws and regulations
- 4.3 To be receptive to professional advice and criticism

- 4.4 To evaluate himself professionally, and improve his subject knowledge continuously
- 4.5 To participate in school activities such as meetings, in-service training, materials preparation, and other activities concerning the school generally
- 4.6 To be a good example in his/her professional and private life
- 4.7 To be devoted to and enjoy the profession

Appendix 2

Teacher Communication Behavior Student Questionnaire

ÖĞRETMENİN İLETİŞİM BECERİLERİ DEĞERLENDİRME **ANKETİ**

SEVGİLİ ÖĞRENCİLER; Bu ankette İngilizce dersinde öğretmeninizin sizinle olan iletişimi ve size karşı davranışlarını belirlemeye yönelik ifadeler yer almaktadır. Yapmanız gereken düşüncelerinizi en iyi tanımlayan seçeneğin üzerine çarpı işareti koymaktır. Eğer verilen ifadeye söylenen davranış ders süresince her zaman oluyorsa, her zaman seçeneğinin üzerine çarpı koyunuz. Eğer ifadeye belirtilen davranış hiçbir zaman gerçekleşmiyorsa hiçbir zaman seçeneğini işaretleyiniz. Öğretmeninizin sizinle olan iletişimi diğer seçeneklere uyuyorsa o seçeneklerden birini işaretleyiniz.

Doğru ya da yanlış cevap yoktur. Bu nedenle lütfen düşüncenizi en iyi yansıttığını düşündüğünüz seçeneği işaretleyip **boş bırakmayınız.**

Anketteki bazı ifadeler birbirine çok benzemektedir. Bunu göz ardı edip bütün maddelerle ilgili düşüncelerinizi lütfen eksiksiz belirtiniz. Cevaplarınız sadece akademik çalışma için kullanılacaktır. Bu çalışma için gerekli hassasiyeti göstereceğinizi umar katkılarınızdan dolayı teşekkür ederim.

<u>AD SOYAD :</u> (zorunlu değil)	<u>YAS :</u>.....
<u>CİNSİYET :</u> Bay ☐ Bayan ☐	<u>ÖĞRETMENİN ADI:</u>
<u>OKUL:</u>	<u>SINIF:</u>

	HİÇBİR ZAMAN	NADİREN	BAZEN	SIK SIK	HER ZAMAN
1. Öğretmenim, çözüm yollarını ya da çözüm için gerekli adımları bulmamı gerektiren sorular sorar.					
2. Öğretmenim, benim derste öğrendiğim konular hakkında çok iyi düşünmemi gerektiren sorular sorar.					
3. Öğretmenim, bilgileri dikkatli analiz ederek cevaplayacağım sorular sorar.					
4. Öğretmenim, bir yargıya vararak cevaplamam gereken sorular sorar.					
5. Öğretmenim, derste öğrendiğim bilgileri kullanarak cevaplayacağım sorular sorar.					
6. Öğretmenim öğrendiğim bilgileri birbirleriyle ilişkilendirerek kullanmamı gerektiren sorular sorar.					

7. Öğretmenim, derste öğrendiğim bilgileri anlayarak cevaplayacağım sorular sorar.					
8. Öğretmenim, kendi cümlelerimi kullanarak açıklama yapmamı gerektiren sorular sorar.					
9. Öğretmenim, tartışmalar sırasında benim düşüncelerimi sorar.					
10. Öğretmenim, soruların cevaplarını tartışmam için beni teşvik eder.					
11. Öğretmenim, fikirlerimi diğer öğrenciler ile tartışmam için beni teşvik eder.					
12. Öğretmenim, bir konu hakkında görüşlerimi açıklamam konusunda beni teşvik eder.					
13. Öğretmenim güzel bir soru sorduğum zaman beni över.					
14. Öğretmenim, verdiğim cevapları över.					
15. Öğretmenim, benim fikirlerimi dersinde kullanır.					
16. Öğretmenim, benim cevaplarımı dersi anlatırken kullanır.					
17. Öğretmenim, benim görüşlerimi anladığını başına sallayarak gösterir.					
18. Öğretmenim, bir soruyu cevaplarken zorlandığım zaman başını sallayarak beni destekler.					
19. Öğretmenim, beni desteklediğini konuşmadan yüz ifadeleri ile gösterir.					
20. Öğretmenim, bir sorunun olduğunda beni konuşmadan yüz ifadeleri ile destekler.					
21. Öğretmenim, benim düşüncelerimi anladığını konuşmadan yüz ifadeleri ile gösterir.					
22. Öğretmenim, cevaplarımdan memnun olduğunu konuşmadan yüz ifadeleri ile gösterir.					
23. Öğretmenim, sorularımdan memnun olduğunu konuşmadan yüz ifadeleri ile gösterir.					
24. Öğretmenim, beni desteklediğini konuşmadan gözleriyle gösterir.					
25. Öğretmenim bana güvenir.					
26. Öğretmenim, konuları bana tekrar açıklama konusunda isteklidir.					
27. Öğretmenim, bir şey söylemek istediğim zaman beni dinler.					
28. Öğretmenim, benim ne zaman anlamadığımı fark eder.					
29. Öğretmenim bana karşı sabırlıdır.					
30. Öğretmenim benimle arkadaş gibidir.					
31. Öğretmenim güvенеbileceğim birisidir.					
32. Öğretmenim bana değer verir.					
33. Öğretmenimin öğrencilerin uyması için koyduğu kurallar oldukça ağırdır.					

34. Öğretmenim, söylediklerine uymamı ister.					
35. Öğretmenim, koyduğu kurallara uymam konusunda ısrar eder.					
36. Öğretmenim, yapmamı istediği her şeyi yapmam için ısrar eder.					
37. Öğretmenim, yapmam gereken işleri tamamen istediği şekilde yapmamı ister.					
38. Öğretmenim, yapacağım işlerin kendi beklentileri dışında olmasına izin vermez.					
39. Öğretmenimin, öğrencilerin sınıfta nasıl davranacağı konusunda açık kuralları vardır.					
40. Öğretmenim dersi dinlememi ister.					

Appendix 3

Do you communicate positively?

Dear Colleague, There are statements that might be helpful to take a snapshot of how you feel about your existing communication skills. There are no 'right' or 'wrong' answers. Your opinion is what is wanted. Please circle the most appropriate option in response to the following statements. Use the following scale: Almost Always, Often, Sometimes, Seldom, Almost Never. Please, be sure to give an answer for all questions. The results of the scale will only be used in the academic study. Thank you for your contribution.											
Name-Last name(not compulsory):							Age:				
Sex:Mr. ☐ Ms/Mrs. ☐							School:				
Working experience (year):	1-5	6-10	11-15	16-20	21-25	26-30	Other	Any training on effective communication skills: Yes ☐ No ☐			
	☐	☐	☐	☐	☐	☐	☐				
							ALMOST ALWAYS	OFTEN	SOMETIMES	SELDOM	ALMOST NEVER
1. I always listen to my students' point of view.											
2. I smile and laugh with my students.											
3. I ask misbehaving students what helped them last time the situation occurred.											
4. My behavior management approach is to 'catch them doing good'.											
5. I often leave a student with a choice and then withdraw.											
6. When giving instructions I say 'thank you' rather than 'please'.											
7. Initially I use the lightest intervention possible to correct behavior.											
8. When correcting behavior I avoid being distracted. I stay focused.											
9. If students are angry I raise my voice, but do not get angry myself.											
10. If a student is being disruptive I ask him/her to say which class rule is being broken.											
11. I criticize the behavior that prevents the task at hand, not the person.											
12. I encourage students to recognize and value their efforts and progress.											
13. I make a point of hearing the students' issues when problems occur.											

14. When possible I help students understand the emotions they are feeling and why.					
15. I remind misbehaving students of the consequences of their behavior.					
16. To improve behavior I ask students what it is that they should be doing.					
17. I make sure students know that I am looking out for improvements.					
18. I assure students that working together we can find a better way forward.					
19. I often remind students of previous agreements, such as to ask for help from the teaching assistant.					
20. I use a wide and varied range of positive verbal descriptions of behavior, such as 'clever', 'imaginative', 'interesting', 'creative', etc.					

Appendix 4

İletişim Becerileri Envanteri

Değerli Meslektaşım, Aşağıda insan ilişkileriyle ilgili tutum ve davranış ifadeleri bulunmaktadır. Genel olarak insanlarla iletişim kurarken nasıl davrandığınızı, neler düşündüğünüzü ve neler hissettiğinizi anlatan aşağıdaki ifadelerin size uygunluk derecesini belirtmeniz istenmektedir. Doğru ya da yanlış cevap yoktur. İfadeler, “Her zaman (A), Genellikle (B), Bazen (C), Nadiren (D), Hiçbir zaman (E)” karşılığındadır. Her ifadeye ilişkin beş seçenekten yalnız birini işaretlemeniz ve cevapsız bırakmamanız gerekmektedir. Lütfen her ifadeyi cevaplayınız. Elde edilen bilgiler sadece bu araştırmada kullanılacaktır. Envanterin doldurulmasında gerekli özeni göstereceğinizi umar, katkılarınız için teşekkür ederim.												
Ad-soyad (zorunlu değil):							Yaş :					
Cinsiyet: Bay ☐ Bayan ☐							OKUL :					
Çalışma süresi(yıl):	1-5	6-10	11-15	16-20	21-25	26-30	diğer	Etkili iletişim becerileri ile ilgili eğitim aldım (Lisans eğitimi sırasında, hizmet içi kursu olarak, vb.). Evet ☐ Hayır ☐				
	☐	☐	☐	☐	☐	☐	☐					
								HIÇBİR ZAMAN	NADİREN	BAZEN	GENELLİKLE	HER ZAMAN
1. İnsanları anlamaya çalışırım.												
2. İletişimde bulunduğum insanlardan gelen öğüt ve önerileri içtenlikle dinlerim												
3. Düşüncelerimi başkalarına tam olarak iletmede zorluk çekerim.												
4. Konuşurken, etkili bir göz iletişimi kurabilirim.												
5. Genelde eleştirilmekten hoşlanmam.												
6. Dikkatimi karşımdakinin ilgi alanı üzerinde toplayabilirim.												
7. Kişilerin, anlatmak istediklerini dinlemek için yeterince zaman ayırırım.												
8. Karşımdaki kişiye genellikle söz hakkı veririm.												

9. Karşımdaki kişiyi dinlerken hayal kurarım.					
10. Başkaları konuşurken sabırsızlanır, onların sözünü keserim.					
11. İnsanları dinlerken sıkıldığımı hissederim.					
12. Eleştirilerimi karşımdaki kişiyi incitmeden iletirim.					
13. Konuşurken ilk adımı atmaktan çekinmem.					
14. Konuşurken açık, sade ve düzgün cümleler kurarım.					
15. Karşımdaki kişiyle aynı görüşü paylaşmasam bile fikirlerine saygı duyarım.					
16. İletişimde bulunduğum kişinin yüzüne baktığım halde sözlerini dinlemediğim olur.					
17. Karşımdaki kişinin konuşmaya ve dinlemeye istekli olup olmadığını anlamaya çalışırım.					
18. Yanlış tutum ve davranışlarımı kolaylıkla kabul ederim.					
19. Dinlediğim kişiyi daha iyi anlamak için sorular yöneltirim.					
20. Dinleyenim anlamaz görüldüğünde, iletmek istediklerimi tekrarlar, yeni kelimelerle ifade eder, özetlerim.					
21. İnsanlarla görüşürken, bilerek onları rahatlatacak şeyler yaparım.					
22. Dinlerken, karşımdaki kişinin sözünü kesmemeye özen gösteririm.					
23. Küs olduğum birisiyle barışmak istediğimde ilk adımı atmaktan çekinirim.					
24. Karşımdaki kişinin bana ters düşen duygu ve düşüncelerini yargılarım.					
25. Ses tonumu konunun özelliğine göre ayarlayabilirim.					
26. Genellikle insanlara güvenirim.					
27. Karşı cinsten biriyle iletişim kurduğumda rahatsızlık duyarım.					
28. Başkalarını dinlemek mecburiyetinde olmadığımı düşünürüm.					
29. Özür dilemek bana zor gelir.					
30. Tartışma sonunda, savunduğum düşüncelerin yanlış olduğunu kabul edebilirim.					
31. Konuşurken sözümün kesilmesinden rahatsız olurum.					
32. İnsanları kontrol etmeye ve istediğim kalıba sokmaya çalışırım.					
33. İletişim kurduğum kişinin tutumundan daha çok sorununu anlamaya çalışırım.					
34. Çevremdeki insanlara karşı ilgisiz kaldığım kanısındayım.					
35. Çoğunlukla duygularımdan emin olamıyorum.					

36. İletişim kurduğum kimse tarafından anlaşılmaktan mutluluk duyarım.					
37. Başkaları ile ilişkilerimi bozacak çıkışlar yapabilirim.					
38. Karşımdaki kişiye güvenmek beni mutlu eder.					
39. Her insanı olumlu beklentilerle karşılarım.					
40. İletişim kurduğum kimselerden birşeyler alır ve onlara da birşeyler verdiğimi hissedirim.					
41. İnsanlara cevaplamada zorlanacakları ani sorular yöneltirim.					
42. Beni rahatsız eden duygularımı iletmekte sıkıntı çekerim.					
43. Öneride bulunduğum kişinin öneriye açık olup olmadığına dikkat ederim.					
44. İletişim kurduğum insanlar tarafından anlaşıldığımı hissedirim.					
45. Kendimi karşımdaki kişinin yerine koyarak, duygu ve düşüncelerini anlamaya çalışırım.					

Appendix 5

Communication Topic Survey

Dear Student(s), Please rate the following items in accordance with how concerned you are about each instructional communication topic as a pre-service teacher. Please put a tick (✓) on the most appropriate option in response to the following statements. Use the following scale: Very Unconcerned, Somewhat Unconcerned, Neutral, Somewhat Concerned, Very Concerned. Be sure to state your opinion for all items, please. There are no 'right' or 'wrong' answers. Your opinion is what is wanted. At the end of the survey you will find a list. Using the issues mentioned in the survey, list the topics that should be covered in Effective Communication Skills course from the most important to the least important one for you. You can only write the numbers to the given space rather than the whole phrase or sentence. The results of the scale will only be used in the academic study. Thank you for your contributions. 😊 😊 😊					
Name-Last name(not compulsory):				Age:	
Sex:Mr. ☐ Ms. ☐				Grade:	
	Very Concerned	Somewhat Concerned	Neutral	Somewhat Unconcerned	Very Unconcerned
1. Handling student misbehavior (classroom management) and conflict management					
2. Communication apprehension of the teacher (the teacher's fear or anxiety about communicating with students)					
3. Communication styles of the teacher (such as being more assertive or responsive)					
4. Teacher clarity and relevance					
5. Relationship between student and teacher (interpersonal communication)					
6. Listening strategies (as in teachers listening to students) and feedback					
7. Writing Skills (CV, job application, petition, complaint letter, etc.)					
8. The use of nonverbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective (such as touching the shoulder of a student when giving them instructions)					
9. The use of verbal behaviors to create a feeling of being physically & psychologically connected from the student's perspective (such as calling students by their names)					
10. Intercultural communication (teaching students from other or diverse cultures)					
11. Using humor in instruction					

12. Using lecture as an instructional strategy					
13. Using small groups as an instructional strategy					
14. Using discussion as an instructional strategy					
15. Using computer-mediated communication as an instructional strategy					
16. Communicating with parents					
17. Communicating with administrators					

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
Other	

Appendix 6

Effective Communication Skills Questionnaire Pre-test

Dear students,

There are statements that might be helpful to take a snapshot of how you feel about your existing communication skills. There are no 'right' or 'wrong' answers. Your opinion is what is wanted. Circle the most appropriate option in response to the following statements. Use the following scale: **STRONGLY DISAGREE, DISAGREE, NEUTRAL, AGREE, STRONGLY AGREE**. Be sure to give an answer for all questions, please.

The results of the scale will only be used in the academic study.

Thank you for your contributions.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. I feel comfortable to interact with classmates.					
2. I feel comfortable to interact with teachers.					
3. I feel comfortable to interact with other people (parents, etc).					
4. I believe that I use my listening skills efficiently.					
5. When trying to explain something, I ask my listeners if they are following me.					
6. Although I find a conversation boring, I do not let my mind drift away.					
7. I stay focused on the topic until we're done.					
8. I listen empathically in key situations.					
9. I have effective speaking skills.					
10. I can express my ideas clearly.					
11. I ask for additional explanation when I don't understand a question.					
12. I can initiate a conversation easily.					
13. I can put my thoughts into words.					
14. I can detect the mood of others by looking at them as we converse.					
15. I am good at writing.					

16. I can put forward my own ideas.					
17. I can explain difficult concepts and ideas more easily.					
18. I can deal with difficult situations I face in and out of the class.					
19. I can resolve problems without losing control of my emotions.					
20. I can discuss problems effectively.					
21. I handle most conflicts effectively.					
22. I feel open to feedback.					
23. I am become assertive.					
24. I am empathic and sensitive.					
25. I can put myself in his or her shoes when I talk to someone.					
26. I use "I" statements when criticizing others (ex. "I would appreciate it if you could try to be more punctual" vs. "You always come in late").					
27. I can use nonverbal communication skills effectively.					
28. I make good eye contact.					
29. I use appropriate physical touching.					
30. My words, face, and body match.					
31. When talking to people, I pay attention to their body language (ex. facial expression, hand movement, etc.).					
32. I use humor appropriately and well.					
33. I use of technology effectively to communicate with others.					
34. I use of technology more effectively in my presentations.					
35. I respect the ways other people communicate.					
36. I am calm and relaxed while interacting with people from other cultures after taking this course.					

Appendix 7

Effective Communication Skills Questionnaire Post-test

Dear students,

There are statements that might be helpful to take a snapshot of how you feel about your existing communication skills and that might help you **evaluate the Effective Communication Skills course**. There are no 'right' or 'wrong' answers. Your opinion is what is wanted. Please decide whether your skills and knowledge on communication have changed in a positive way after taking this course. Circle the most appropriate option in response to the following statements. Use the following scale: **STRONGLY DISAGREE, DISAGREE, NEUTRAL, AGREE, STRONGLY AGREE**. Be sure to give an answer for all questions, please. The results of the scale will only be used in the academic study.

Thank you for your contributions.

Name-Last name:

Sex: Mr. ☐ Ms. ☐

Class:

(A)

Do you believe in the efficiency of this course (Effective Communication Skills) as a prospective language teacher?

yes ☐ no ☐ somehow ☐

Did you find the course content satisfactory?

yes ☐ no ☐ somehow ☐

Was the course both theoretical and practical so that you had developed certain knowledge and skills for effective communication?

yes ☐ no ☐ somehow ☐

Did the course focus only on some specific issues such as body language and ignored other topics?

yes ☐ no ☐ somehow ☐

Was the course instructor competent enough to offer this course?

yes ☐ no ☐ somehow ☐

Do you believe that 1st semester is appropriate to take such a course?

yes ☐ no ☐

If not what semester would be better to take this course?

1 2 3 4 5 6 7 8

Do you believe that you will make use of the knowledge and skills I have gained in this course in real life?

yes ☐ no ☐ somehow ☐

AFTER TAKING THE EFFECTIVE COMMUNICATION SKILLS COURSE	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. I feel much more comfortable to interact with classmates.					
2. I feel much more comfortable to interact with teachers.					
3. I feel much more comfortable to interact with other people (parents, etc).					
4. I believe that I have started to use my listening skills more efficiently.					
5. When trying to explain something, I have begun to ask my listeners if they are following me.					
6. Although I find a conversation boring, I do not let my mind drift away.					
7. I have started to stay focused on the topic until we're done.					
8. I have started to listen more empathically in key situations.					
9. This course has helped me to develop my speaking skills.					
10. I have started to express my ideas clearly.					
11. I have started to ask for additional explanation when I don't understand a question.					
12. I have started to initiate a conversation easily.					
13. I have started to put my thoughts into words.					
14. I can detect the mood of others by looking at them as we converse by making use of the skills I got from this course.					
15. I believe that I have developed my abilities for communicating in writing.					
16. I have developed my ability to put forward my own ideas.					
17. I have started to explain difficult concepts and ideas more easily.					
18. I believe that I have developed my ability to deal with difficult situations I face in and out of the class to a great extent.					
19. I have learned to resolve problems without losing control of my emotions.					
20. I can discuss problems in a more effective way.					
21. I handle most conflicts much more effectively.					
22. I feel much more open to feedback.					
23. I have become more assertive.					
24. I have become more empathic and sensitive.					
25. I have learned to put myself in his or her shoes when I talk to someone.					

26. I have started to use "I" statements when criticizing others (ex. "I would appreciate it if you could try to be more punctual" vs. "You always come in late").					
27. I believe that I can use nonverbal communication skills more effectively.					
28. I have started to make good eye contact.					
29. I have started to use appropriate physical touching.					
30. My words, face, and body match.					
31. When talking to people, I have learned to pay attention to their body language (ex. facial expression, hand movement, etc.).					
32. I have started to use humor appropriately and well.					
33. I have started to use of technology effectively to communicate with others.					
34. I have started to use of technology more effectively in my presentations.					
35. I have learned to respect the ways other people communicate.					
36. I have started to be calm and relaxed while interacting with people from other cultures after taking this course.					

***** Please add anything you would like to mention other than the issues already stated in this survey regarding the Effective Communication Skills course.

Appendix 8

Effective communication skills course instructor survey

(A)

Name:

Age:

Sex: Male ☐ Female ☐

How long have you been teaching?

☐ 1-5 ☐ 5-10 ☐ 11-15 ☐ 16-20 ☐ 20-25 ☐ more than 25

Any training on effective communication skills: (during undergraduation, graduation, in-service training)

yes ☐ no ☐

How many times have you given the effective communication skills course?

1 2 3 4 5 6

Do you believe in the efficiency of this course for the pre-service language teachers?

yes ☐ no ☐ somehow ☐

Do you find the course content satisfactory?

yes ☐ no ☐ somehow ☐

Do you believe that 1st semester is appropriate to offer such a course?

yes ☐ no ☐

If not what semester would be better to offer this course?

1 2 3 4 5 6 7 8

(B)

Directions: Here is a list of instructional communication topics. In order to increase pre-service language teachers' awareness of communication skills which of the following topics should be included in effective communication skills course? Please list the following items in accordance with how important they can be for pre-service language teachers from most important to the least important. If you already covered any of these topics in your courses please put a $\checkmark$ in the boxes given on the right of each statement.

----- Handling student misbehavior (classroom management) and conflict management ☐

- Communication apprehension of the teacher (the teacher's fear or anxiety about communicating with students) ☐
 - Communication styles of the teacher (such as being more assertive or responsive) ☐
 - Teacher clarity and relevance ☐
 - Teacher power and influence (such as credibility and authority) ☐
 - Relationship between student and teacher (interpersonal communication) ☐
 - Listening strategies (as in teachers listening to students) and feedback ☐
 - Writing Skills (CV, job application, petition, complaint letter, etc.) ☐
 - The use of **nonverbal** behaviors to create a feeling of being physically & psychologically connected from the student's perspective (such as touching the shoulder of a student when giving them instructions) ☐
 - The use of **verbal** behaviors to create a feeling of being physically & psychologically connected from the student's perspective (such as calling students by their names) ☐
 - Intercultural communication (teaching students from other or diverse cultures) ☐
 - Using humor in instruction ☐
 - Using lecture as an instructional strategy ☐
 - Using small groups as an instructional strategy ☐
 - Using discussion as an instructional strategy ☐
 - Using computer-mediated communication as an instructional strategy (ICT) ☐
 - How to communicate with parents of the students' ☐
 - How to communicate with school administrators ☐
- ****Please indicate any other topic(s) that you believe to be covered in this course.

(C)

Directions: Please answer the following open-ended questions as completely as you can.

1) What kinds of communication problems did you face with students in your classes?

2) How did you handle these problems and what were the outcomes?

3) What communication topics do you feel you need more information on to communicate more effectively with your students?

4) What communication topics do you feel your students as prospective language teachers need more information on to communicate more effectively?

ANY OTHER COMMENT YOU WOULD LIKE TO ADD:

Appendix 9

Content Analysis Results

	What is communication?						Nonverbal Communication						Writing Skills					
	READING TEXTS		ACTIVITIES		INSTRUCTOR		READING TEXTS		ACTIVITIES		INSTRUCTOR		READING TEXTS		ACTIVITIES		INSTRUCTOR	
	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N
1		Too long	enjoyable		Well-prepared Smiling face Warm-hearted			Too long	Important Enjoyable		Well-prepared Effective ways of teaching	Had technical problems			Good useful			
2	Important Necessary		Good Enjoyable					Long	Amusing Important Enjoyable		Effective				Liked it Good			
3			Effective						Important Attracted attention Funny						Effective			
4	Not boring		Funny Good		Effective		Good to have previously		Funny Enjoyable				Useful		Effective			
5		No enthusiasm				More speech			Clear									
6			Effective		Well-prepared Good materials		Helpful		Enjoyable Effective Funny		Well-prepared				Good			
7									Effective Good improved skills Enjoyable						Useful			
8			Successful Funny Very					A lot of copies Difficult	Funny enjoyable Useful						Very useful Pave the			

			enjoyable Laughed a lot					Not enough time	Very helpful						way for future career			
9		A lot of paper to read Difficult to follow	Funny		Well-prepared				Useful		Well-prepared							
10		Too much information Many things to read	Good	Not so interesting	Good performance				Very entertaining No boredom Liked games						Good Useful			
11		Long Unwilling to read	Funny		Well-prepared			Too long			Well-prepared Good				Had good time		Well-prepared	
12	Informative		Good						Effective Very useful Enjoyable						Good		Helpful Warm-blooded Considerate	
13			Very important						Enjoyable						Useful			
14			Useful						Enjoyable						Beneficial			
15			Useful						Enjoyable Effective		Effective				Necessary			
16			Very good					Don't like reading copies	Enjoyable Interesting						Beneficial			
17	Not too long to be bored		Good Effective		Fine Convenient way of teaching Explained well				Very informative Very funny Interesting						Useful Important Very effective		Well-prepared	
18			Effective						Enjoyable						Useful			
19			Useful						Funny		Good way of teaching				Enjoyable		Useful teaching style Well-	

																	prepared	
20		A lot to read	Good Funny Effective						Enjoyable						Effective		Good sample	
21		Very long Boring	Enjoyable		Well- prepared Different sources			Too long	Enjoyable						Useful		Well- prepared	
22		Very long	Sometimes enjoyable	Sometimes boring				Too long Boring	Enjoyable		Well- prepared		Useful		Important Enjoyable			
23		Boring						Long	Not boring great						Very effective			
24	Helpful									A bit boring					Enjoyable Amusing Beneficial	Boring sometimes	Smiling face	
25		Long	Good						Important						Beneficial			

12			Beneficial		Encouraging Praise Shows interest				Very enjoyable Effective		Friendly							
13			Good						Beneficial Good									
14			Important Funny						Beneficial									
15			Important Exciting	Difficult					Effective						Good			
16			Very enjoyable Laughed a lot Enjoyable Interesting						Very enjoyable Good									
17	Very useful		Interesting Very useful		Good way of teaching Perfect				Great fun entertaining						Useful			
18			Good Effective						Interesting						Good			
19			Funny Interesting						Successful									
20			Useful Interesting						Very funny Effective						Funny Effective			
21			Very good		Clear				Well- designed Useful						Useful			
22			Entertaining Very enjoyable						Enjoyable									
23			Entertaining Funny Liked Interesting Good						Amusing Enjoyable Good						Useful			
24			Important Very exciting Enjoyable		Successful				Amusing Enjoyable									
25			Helpful Good Very enjoyable						Effective Important Liked						Informative			

	Classroom anxieties & fears (communication apprehension)						Classroom management & conflict management						Intercultural communication					
	READING TEXTS		ACTIVITIES		INSTRUCTOR		READING TEXTS		ACTIVITIES		INSTRUCTOR		READING TEXTS		ACTIVITIES		INSTRUCTOR	
	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N
1			Enjoyable		nice		Beneficial		Effective important				Informative		Different Amazing Enjoyable		Good relationship	
2			Enjoyable Liked				Good Beneficial		Very enjoyable						Very enjoyable Very interesting Beneficial			
3			Enjoyable												Interesting lovely		Attracted attention	
4															Joyful Interesting Exciting			
5															Student-centered			
6			Beneficial												Beautiful Good Important Interesting			
7													Not so theoretical		Useful enjoyable			
8			Useful Funny						Enjoyable Very funny						Good time Entertaining Useful Not boring			
9			Enjoyable												Funny		Prepared enough	
10			Enjoyable						Good Improved speaking Student-centered						Good Enjoyable			
11			Very enjoyable						Informative						Interesting Different		Prepared enough	

12			Important		Good way of teaching				Fruitful		Did a good job				Beneficial Interesting Enjoyable		Effective	
13															Different			
14			Good Important						Good						Very enjoyable Very good Effective			
15			Very good												Very enjoyable			
16			Very good useful						Good						Necessary Amazing Enjoyable Informative			
17			Interesting Good		Good way of teaching				Very useful Convenient						Student-centered Interesting Effective Enjoyable		Well-prepared	
18			Exciting												Enjoyable			
19			Funny						Interesting Funny Important						Interesting		Well-prepared	
20			Interesting				Helpful		Funny Interesting		Taught well				Impressive Effective			
21									Very enjoyable laughed so much						Interesting Good			
22			Enjoyable Good						Useful Enjoyable						Enjoyable Interesting Different			
23			Useful						Important Interesting						Great			
24			Good												Enjoyable			
25			Funny Enjoyable				Sufficient Not long		Good						Different Effective			

	Communication among students, parents, teachers and administrators					
	READING TEXTS		ACTIVITIES		INSTRUCTOR	
	P	N	P	N	P	N
1			Enjoyable Informative Died of laughing Beneficial			
2			Enjoyable			
3			Best			
4			Good Interesting			
5			Funniest class Great fun			
6			Interesting Good Enjoyable			
7			Successful Enjoyable Beneficial effective			
8			Very enjoyable Funny			
9			The most entertaining Successful		Satisfied	
10			Creative enjoyable			
11			Well- prepared Informative		Satisfied	
12			Enjoyable Useful		Warm-hearted	
13			Funny			
14			Liked Creative			

15			Student-centered Very enjoyable			
16			Very enjoyable Good			
17			Fantastic Enjoyable good			
18			Good Different	Difficult		
19			Well-prepared	Somewhat depressing		
20			Very interesting Creative			
21			Enjoyable			
22	Useful		Enjoyable Interesting			
23			Excellent			
24			Very funny Entertaining			
25			Enjoyable Well-prepared Impressive			

Appendix 10

New Jersey Professional Standards for Teachers- Fall 2004

standard one

Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Teachers know and understand:

- 1.1 In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
- 1.2 The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
- 1.3 That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and
- 1.4 Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

Teachers value and are committed to:

- 1.5 Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and
- 1.6 Enthusiasm for the discipline(s) they teach and in making connections to every day life.

Teachers engage in activities to:

- 1.7 Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
- 1.8 Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and
- 1.9 Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

standard two

Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Teachers know and understand:

- 2.1 How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
- 2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and
- 2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

Teachers value and are committed to:

- 2.4 The educability of all children and adolescents;
- 2.5 The belief that all children and adolescents bring talents and strengths to learning;
- 2.6 Appreciation for multiple ways of knowing;
- 2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and
- 2.8 The belief that all children and adolescents can learn at high levels and achieve success.

Teachers apply:

- 2.9 Learning theory to accommodate differences in student intelligence, perception, cognitive style, and achievement levels

standard three**Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

Teachers know and understand:

- 3.1 How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
- 3.2 The supports for and barriers to culturally responsive teaching in school environments;
- 3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English; and
- 3.4 The negative impact of bias, prejudice, and discrimination on students and society.

Teachers value and are committed to:

- 3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and
- 3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

Teachers engage in activities to:

- 3.7 Create a learning community in which individual differences are respected;

- 3.8 Learn about the diverse students they teach, and the students' families and communities;
- 3.9 Use strategies to support the learning of students whose first language is not English; and
- 3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

standard four

Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Teachers know and understand:

- 4.1 How to plan instruction based on students' needs, developmental progress and prior knowledge;
- 4.2 Available and appropriate resources and materials for instructional planning;
- 4.3 Techniques for modifying instructional methods, materials and the environment to help all students learn; and
- 4.4 A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

Teachers value and are committed to:

- 4.5 The development of students' critical thinking, independent problem-solving and performance capabilities.

Teachers engage in activities to:

- 4.6 Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;
- 4.7 Plan instruction based on knowledge of classroom, school and community culture;
- 4.8 Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;
- 4.9 Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
- 4.10 Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
- 4.11 Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and

- 4.12 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

standard five

Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Teachers know and understand:

- 5.1 The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and
- 5.2 Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

Teachers value and are committed to:

- 5.3 The belief that students' strengths are the basis for growth and their errors are opportunities for learning.

Teachers engage in activities to:

- 5.4 Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
- 5.5 Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
- 5.6 Accurately document and report assessment data and ongoing student data to parents and professional staff; and
- 5.7 Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

standard six

Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Teachers know and understand:

- 6.1 The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
- 6.2 How the classroom environment influences learning and promotes positive behavior for all students; and

6.3 How classroom participation supports student commitment.

Teachers value and are committed to:

6.4 The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;

6.5 Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and

6.6 The expression and use of democratic values in the classroom.

Teachers engage in activities to:

6.7 Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently;

6.8 Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;

6.9 Create a positive classroom climate which is socially, emotionally and physically safe

6.10 Establish and maintain appropriate standards of behavior;

6.11 Use instructional time effectively; and

6.12 Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

standard seven

Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Teachers know and understand:

7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and

7.2 Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

Teachers value and are committed to:

7.3 The belief that children and adolescents with special needs can learn at high levels and achieve success.

Teachers engage in activities to:

7.4 Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning, as well as language, culture, economics, family and community values to positively impact student learning;

7.5 Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;

- 7.6 Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;
- 7.7 Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology; and
- 7.8 Make appropriate provisions, in terms of time and circumstances, for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.

standard eight

Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Teachers know and understand:

- 8.1 The power of communication in the teaching and learning process.

Teachers value and are committed to:

- 8.2 Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and

- 8.3 Being a thoughtful and responsive listener.

Teachers engage in activities to:

- 8.4 Communicate clearly in English, using precise language and appropriate oral and written expressions;
- 8.5 Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
- 8.6 Use effective verbal and nonverbal techniques which foster individual and collective inquiry;
- 8.7 Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
- 8.8 Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

standard nine

Collaboration and Partnerships

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

Teachers know and understand:

- 9.1 The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning;
- 9.2 The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and

- 9.3 How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

Teachers value and are committed to:

- 9.4 Recognizing the role of parents, guardians and other family members as a child's primary teacher;
- 9.5 Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and
- 9.6 Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

Teachers engage in activities to:

- 9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
- 9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and
- 9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

standard ten

Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Teachers know and understand:

- 10.1 How education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

Teachers value and are committed to:

- 10.2 Refining practices that address the needs of all students and the school community;
- 10.3 Professional reflection, assessment and learning as an ongoing process; and
- 10.4 Collaboration with colleagues to give and receive help.

Teachers engage in activities to:

- 10.5 Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
- 10.6 Learn through professional education organizations; and
- 10.7 Make the entire school a productive learning climate through participation in collegial activities.