

# A Ponderance: Communication in Classrooms

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**Abstract:-** This article examines the importance of effective communication in the classroom. The ability to communicate effectively is essential for students to understand and critically analyze the material being taught. The article explores various communication strategies that teachers can use to ensure that their students are engaged and motivated. These strategies include active listening, questioning techniques, and providing feedback. Additionally, the article discusses the impact of non-verbal communication on classroom interactions. The importance of creating a safe and inclusive classroom environment is also emphasized, as this may facilitate effective communication between teachers and students in order to enhance student learning.

**Keywords:-** Communication, Verbal, Non-Verbal, Gesture, Eye Contact, Wait Time, Social Distance.

## I. INTRODUCTION

Teachers talk and listen throughout the day at school in order that they communicate with children in their charge. This mutual talking and listening is supplemented by ample amounts of non-verbal communication – gestures, facial expressions, and other “body language”. Both methods of communication and observation must be done well if teaching/learning is to be effective. This is evident in all levels of education: kindergarten, primary or elementary schools, secondary schools, and colleges. Of course, school settings also provide opportunities for out-of-classroom communication between teachers and teachers, students and students, and teachers and students. To navigate these multitude of variables, teachers must be able to listen critically, speak clearly, observe scrupulously, be patient and empathetic, and display exemplary conduct. All of this while covering the curriculum and negotiating the often turbid waters of ubiquitous school politics.

In-class communication sometimes involves many people speaking at once, and individuals have to take turns speaking while also listening to others. There are other times when students ignore others if the conversation does not concern them or if they are uninterested or distracted. Teachers, therefore, find themselves playing an assortment of roles when communicating in classrooms: Master of Ceremonies; mediator, and of course a source of new information and critical thought.

The challenge teachers confront is to sort the roles out so that we are playing the right ones in the right combinations at the right times. There is also the prevalent idea that teachers must seem perpetually aloof in order that they preserve their authoritative status. This needs to be modulated somewhat into

being one of approachability, even while maintaining lines of appropriateness. The roles of teachers are often so complex because they need to be adjusted given different circumstances, different students, and different settings. Lasswell (1964) is correct to say that teachers, like each of us, ought to consider “who says what to whom, and with what effect;” But situational and social variables ought also to be considered: The tone, mood, and formality of the language must be adjusted depending on whether the conversation centers around something personal or academic; or whether the conversation is being broached within earshot of others; or whether it is being conducted in class or in the hallways or in the head teacher’s office, for instance.

While such moments do occur, events may instead be more like a kaleidoscope of overlapping interactions, disruptions, and decisions – even when activities are generally going well. One way to manage situations like these is to understand and become comfortable with the key features of communication that are characteristic to the classroom. One set of features has to do with the functions or purposes of communication, especially the balance among talk related to content, procedures, and controlling behavior. Another feature has to do with the nature of non-verbal communication – how it reinforces and sometimes even contradicts what is said verbally. A third feature has to do with the unwritten expectations held by students and teachers about how to participate in particular kinds of class activities or interactions – structure of participation.

## II. PURPOSES OF COMMUNICATION

Classrooms are different from many other group situations in that communication serves a unique combination of three purposes at once (Wells, 2006):

**Content talk** focuses on what is being learned. It happens when a teacher or student states or asks about an idea or concept, or when someone explains or elaborates on some bit of new knowledge (Burns & Myhill, 2004). Usually content talk relates in some obvious way to the curriculum or to current learning objectives, as when a teacher tells a high school history class, “*As the text explains, there were several major causes of the racial division in the Caribbean*”. But content talk can also digress from the current learning objectives; a fourth-grade student might unexpectedly bring a caterpillar to school and ask about how it transforms into a butterfly.

**Procedural talk**, implicitly, is about administrative rules or routines needed to accomplish tasks in the classroom. It happens, for example, when the teacher says “*When you are finished with your Math activity, put your books on the desk at the corner of the room*”. Procedural talk provides

information that students need to coordinate their activities in what can be a relatively crowded space – the classroom – and under conditions in which time may be relatively short or tightly scheduled. It generally keeps activities organized and flowing smoothly. Procedural talk is not primarily about removing or correcting unwanted behavior, although certain administrative procedures might sometimes annoy a particular student, or students might sometimes forget to follow a procedure. Instead, it is intended to provide the guidance that students need to coordinate with each other and with the teacher.

**Control talk** is about preventing or correcting misbehaviors when they occur, particularly when the misbehaviors are not because of ignorance of procedures. It happens, for example, when a teacher says, “*Pat, you were talking when you should have been listening*”. Most control talk originates with the teacher, but students sometimes engage in it with each other, if not with the teacher. One student may look at a nearby classmate who is whispering out of turn and quietly say, “*Shhh!*” in an attempt to silence the behavior. Whether originating from the teacher or a student, control talk may not always be fully effective. But its purpose is, by definition, to influence or control inappropriate behavior.

What can make classroom discourse confusing is that two of its functions – content and procedures – often become *combined* with the third, control talk, in the same remark or interaction. For example, a teacher may ask a content-related question as a form of control talk. The teacher may, for example, ask, “*John, what did you think of the film we just saw?*” the question is apparently about content, but the teacher may also be trying to end John’s daydreaming and to get him to concentrate – an example of control talk.

Double functions can sometimes confuse students because of their ambiguity, and may lead to misunderstandings between students and teachers. A student may hear only the content or procedural function of a teacher’s comment, and miss an implied request or command to change inappropriate behavior (Collins & Michaels, 2006). Conversely, double functions can help lessons to flow smoothly by minimizing the disruptions caused by a minor behavior problem.

### III. TYPES OF COMMUNICATION

Another way to understand classroom communication is to distinguish verbal from non-verbal communication and intended from unintended forms of communication.

**Verbal Communication** is a message or information expressed in words, either orally or in writing. Classrooms obviously have lots of verbal communication; it happens every time a teacher explains a bit of content, asks a question, or writes information or instructions on the chalkboard. The classroom language register works the same way; it helps indicate who the teacher is and who the student is. The classroom is not an egalitarian space (Samad, 1995). Teachers and students use the register more in some situations

than in others, but its use is common enough that most people in our society have no trouble recognizing it when they hear it (Cazden, 2001).

**Non-verbal Communication** is gestures or behaviors that convey information, often simultaneously with spoken words (Guerrero, 2006). It happens, for example, when a teacher looks directly at students to emphasize a point or to assert his or her authority, or when the teacher raises his or her eyebrows to convey disapproval or disagreement. Non-verbal behaviors are just as plentiful as verbal communications, and while they usually add to a current verbal message, they sometimes can also contradict it. A teacher can state verbally, “*This math lesson will be fun*”, and a non-verbal twinkle in the eye can confirm the message non-verbally. But a simultaneous non-verbal sigh or slouch may send the opposite message – that the lesson will not be fun, in spite of the teacher’s verbal claim.

**Unintended Communication** - whether verbal or non-verbal, classroom communications often convey more meaning than intended. Unintended communications are the excess meanings of utterances; they are the messages received by students without the teacher’s awareness or desire.

### IV. AVOIDING MISINTERPRETATIONS

Like many public settings that involve a diversity of people, classrooms tend to rely heavily on explicit verbal communication, while at the same time recognizing and allowing non-verbal communication to occur (Neill, 1991). This priority accounts for the characteristically businesslike style of teacher talk. A major reason for relying on an explicit, businesslike verbal style is that diversity among individuals increases the chances of their misinterpreting each other. Because of differences in background, classroom participants may differ in how they expect to structure conversation as well as other kinds of dialogue. Misunderstandings may result- sometimes without the participants being able to pinpoint the cause.

#### ➤ Register

Teachers and students have identifiable styles of talking to each other that linguists call a *register*. A register is a pattern of vocabulary, grammar, and expressions or comments that people associate with a social role. A familiar example is the “baby-talk” register often used to speak to an infant. Its features – simple repeated words and nonsense syllables, and exaggerated changes in pitch – mark the speaker as an adult and mark the listener as an infant. The classroom language register works the same way; it helps indicate who the teacher is and who the student is. Teachers and students use the register more in some situations than in others, but its use is common enough that most people in our society have no trouble recognizing it (Cazden, 2001). In general, effective classroom communication depends on understanding how features of the classroom register operate during actual class times.

## V. STRATEGIES OF TEACHER-TALK

Although teacher talk varies somewhat with the tasks or purposes at hand, it also has uniformities that occur across a range of situations. Using detailed observations of discourse in science activities, for example, Jay Lemke identified all of the following strategies from observations of teachers' classroom talk (1990). Each strategy simultaneously influences the course of discussion and focuses students' attention, and in these ways also helps indirectly to insure appropriate classroom behavior.

### ➤ *Nominating, Terminating, and Interrupting Speakers*

Teachers often choose who gets to speak. On the other hand, they often bring an end to a student's turn at speaking or even interrupt the student before he or she finishes.

### ➤ *Marking Importance or Irrelevance*

Teachers sometimes indicate that an idea is important. On the other hand, teachers sometimes also indicate that an idea is not crucial or important, or fully relevant. Marking importance and relevance obviously helps a teacher to reinforce key content. But the strategy can also serve to improve relationships among students if the teacher deliberately marks or highlights an idea offered by a quiet or shy student (O'Connor & Michaels, 1996; Cohen, et al., 2004). In that case marking importance can build both a student's confidence and the student's status in the eyes of classmates.

### ➤ *Signaling Boundaries between Activities*

Teachers tend to declare when an activity is over and a new one is starting. In addition to clarifying procedures, though, signaling boundaries can also ensure appropriate classroom behavior. Ending an activity can sometimes help restore order among students who have become overly energetic, and shifting to a new activity can sometimes restore motivation to students who have become bored or tired.

### ➤ *Asking "Test" Questions and Evaluating Students' Responses*

Teachers often ask test questions – questions to which they already know the answer. Then they evaluate the quality or correctness of the students' answers. Test questions obviously help teachers to assess students' learning, but they also mark the teacher as the expert in the classroom, and therefore as a person entitled to control the flow of discourse. There are additional features of teacher-talk that are not unique to teachers. These primarily function to make teachers' comments more comprehensible, especially when spoken to a group; but they also help to mark a person who uses them as a teacher (Cazden, 2001; Black, 2004).

### ➤ *Exaggerated Changes in Pitch*

When busy teaching, teachers tend to exaggerate changes in the pitch of their voice – reminiscent of the "sing-song" style of adults when directing speech to infants. Exaggerated pitch changes are especially characteristic of teachers of young students, but they happen at all grade

levels. It is useful for teachers to be conscious of such changes in pitch.

### ➤ *Careful Enunciation*

In class teachers tend to speak more slowly, clearly, and carefully than when conversing with a friend. The style makes speakers sound somewhat formal, especially when combined with formal vocabulary and grammar.

### ➤ *Formal Vocabulary and Grammar*

Teachers tend to use vocabulary and grammar that is more formally polite and correct, and that uses relatively few slang or casual expressions. The formality creates a businesslike distance between teachers and students – hopefully one conducive to getting work done, rather than one that seems simply cold or uncaring. The touch of formality also makes teachers sound a bit more intelligent or intellectual than in casual conversation, and in this way reinforces their authority in the classroom.

## VI. HOW STUDENTS TALK

Children and youth also use a characteristic speech register when they are in a classroom and playing the role of students in the presence of a teacher. Their register – student talk – differs somewhat from the teacher's because of their obvious difference in responsibilities, levels of knowledge, and relationships with each other and with the teacher. Student-talk and teacher-talk are similar in that both involve language strategies that guide content and procedures, and that sometimes seek to limit the inappropriate behavior of others. Compared to teachers', though, students' language strategies often pursue these goals a bit more indirectly.

### A. *Verbal Communications Used By Students*

#### ➤ *Agenda Enforcement*

Sometimes students interrupt a discussion to ask about or remind others, and especially the teacher, of an agreed-on agenda. For example, if the teacher tells students to open their text to an incorrect page, a student may raise his or her hand to correct the teacher – or even do so without raising a hand. This communication strategy is one of the more public, direct ways that students influence activities in the classroom, but its power is limited, since it does not create new activities, but simply returns the class to activities agreed upon previously.

#### ➤ *Digression Attempts*

During a discussion or activity, a student may ask a question or make a statement that is not relevant to the task at hand. For example, while the teacher is leading students in a discussion of a story that they read, a student raises his or her hand and asks, "Mr. John, when does recess begin?"

#### ➤ *Side Talk*

One student talks to another student, either to be sociable or to get information needed for the current assigned task. Sometimes side talk also serves to control or limit fellow students' behavior, and in this way functions like control-talk by teachers. The ability of such talk to influence classmates'

behavior is real, but limited, since students generally do not have as much corrective authority as teachers.

➤ *Calling Out*

A student speaks out of turn without being recognized by the teacher. The student's comment may or may not be relevant to the ongoing task or topic, and the teacher may or may not acknowledge or respond to it. Whether ignored or not, however, calling out may change the direction of a discussion by influencing fellow students' thinking or behavior, or by triggering procedural and control talk by the teacher.

➤ *Answering a Question with a Question*

Instead of answering a teacher's question directly, the student responds with a question of his or her, either for clarification or as a stalling tactic.

B. *Non-Verbal Communication Used By Students*

➤ *Silence*

The student says nothing in response to a speaker's comments or to an invitation to speak. The silence makes the speaker less likely to continue the current topic, and more likely to seek a new one. Paradoxically, silence may be a form of communication within and without the classroom.

➤ *Eye Contact and Gaze Aversion*

The student looks directly at the teacher while the student is speaking, or else deliberately averts gaze. The timing of eye gaze depends partly on cultural expectations that the student brings to school. But it may also represent a deliberate choice by the student – a message to the teacher and to classmates.

➤ *Posture*

The same can be said about sitting posture. The student may adopt any variety of postures while sitting (sit up straight vs. slouching). In classroom situations, listening is conventionally indicated by looking directly at the teacher and either sitting up straight or leaning slightly forward. Although these behaviors can be faked, they tend to indicate, and be taken as, a show of interest in and acceptance of what a speaker is saying. By engaging in or avoiding these behaviors, therefore, students can sometimes influence the length and direction of a discussion or activity.

Posture may provide significant insight into students' emotional state, and it may be useful for teachers to be alert to postures that are uncharacteristic to individual students. Certain unusual postures by individual students may well be an unconscious plea for intervention.

C. *Content Talk By Teachers*

The following are instructional strategies for both students and for teachers, and indicate how they contribute to effective verbal communication about content. When explaining ideas, it helps when teachers offer organizing ideas in advance, to relate new content to prior knowledge, and to organize and elaborate on new information.

*Using advanced organizers* – advanced organizers are statements or ideas that give a concise overview of new material. They are used because they orient students' attention to new ideas that are about to be learned, and assist in understanding and remembering new material.

*Relating new material to prior knowledge* – this creates explicit connections of new ideas to students' existing knowledge, which facilitates discussion of new material by making it more meaningful to students.

*Organizing new information* – this can be achieved by providing and following a clear structure when explaining new material which assists in understanding and remembering new material.

*Elaborating and extending new information* – by explaining new ideas in full and complete terms the teacher can avoid ambiguities and misunderstandings about new ideas or concepts.

D. *Content Talk By Students*

There are ways in which students can talk about content which may result in greater understanding of their own thinking such as inquiry learning and cooperative learning.

*Inquiry learning* – this is when students pursue problems that they help to formulate for themselves. This helps because in order to formulate and investigate a problem, students need to express clearly what they wish to find out.

*Cooperative learning* – when students work in smaller groups to solve a common problem or task, they will need to explain ideas and questions to fellow students clearly; direct interaction among students promotes active learning.

E. *Effective Non-Verbal Communication*

In spite of their importance, words are not the only way that teachers and students communicate. Gestures and behaviors convey information as well, often supporting a teacher's words, but sometimes also contradicting them. Students and teachers express themselves non-verbally in all conversations, so freely and automatically in fact, that this form of communication can easily be overlooked.

➤ *Eye Contact*

An important non-verbal behavior is eye contact, which is the extent and timing of when a speaker looks directly at the eyes of the listener. For example, in conversations between friends of equal status, most native speakers of English tend to look directly at the speaker when listening, but to avert their gaze when speaking (Kleinke, 1986). In fact, re-engaging in eye contact often signals that a speaker is about to finish a turn and is inviting a response from the listener.

Conversations follow different rules if they involve someone of greater authority talking with someone of lesser authority, such as between a teacher and a student. In that case, the person in authority signals greater status by gazing



directly at the listener almost continuously, whether listening or speaking. This alternate pattern can sometimes prove awkward if either party is not expecting it.

For students who are unaccustomed to continuous eye contact, it can feel like the teacher is staring excessively, intrusively, or inappropriately; an ironic effect can be for the student to feel more self-conscious rather than more engaged, which was intended. For similar reasons, inexperienced or first-time teachers can also feel uncomfortable with gazing at students continuously. Nevertheless, research about the effects of eye contact suggests that it may help anyone, whether a teacher or a student, to remember what they are seeing and hearing (Mason, Hood, & Macrae, 2004).

Communication problems result less from eye contact as such than from differences in expectations of eye contact. If students' expectations differ very much from the teacher's, one party may misinterpret the other party's motivations. Among some non-white ethnic groups, for example, eye contact follows a pattern that reverses the conventional white, English-language pattern: they tend to look more intently at a partner when talking, and avert gaze when listening (Razack, 1998).

The alternative pattern works perfectly well as long as both parties expect it and use it. As can be imagined, though, there are problems if the two partners use opposite patterns of eye contact. In that case one person may interpret the direct gaze as an invitation to start talking, when really it is an invitation to stop talking. Eventually the conversational partner may find himself interrupting too much, or simply talking too long at a turn. The converse can also happen: if the first person looks away, the partner may take the gesture as inviting the partner to keep listening, when really the first person is inviting the partner to start talking. Awkward gaps between comments may result.

In either case, if the conversational partners are a teacher and student, rapport may deteriorate gradually. In the first case, the teacher may even conclude, wrongly, that the student is socially inept because the student interrupts so much. In the second case, the teacher may conclude – also wrongly – that the student is very shy or even lack in language skill. To avoid such misunderstandings, a teacher needs to note and remember students' preferred gaze patterns at times when students are free to look wherever and at whomever they please.

Traditional seats-in-a-row desk arrangements do not work well for this purpose; as you might suppose, and as research confirms, sitting in rows makes students more likely to look either at the teacher or to look at nothing in particular (Rosenfield, Lambert, & Black; Razack, 1998). Almost any other setting arrangement, such as sitting in clusters or in a circle, encourages freer patterns of eye contact. More comfortable eye contact, in turn, makes for verbal communication that is more comfortable and productive.

### ➤ *Wait Time*

Another important non-verbal behavior is wait time, which is the pause between conversational turns. Wait time marks when a conversational turn begins or ends. For example, if a teacher asks a question the wait time both allows and prompts students to formulate an appropriate response. Studies on classroom interaction generally show that the wait time in most classes are remarkably short – less than one second (Good & Brophy, 2002). Unfortunately wait times this short can actually interfere with most students' thinking; in one second, most students either cannot decide what to say or can only recall a simple, automatic fact (Tobin, 1987).

Increasing wait times to several seconds has several desirable effects: students give longer, more elaborate responses, they express more complex ideas, and a wider range of students participate in discussion. However, for many teachers, learning to increase wait time this much takes conscious effort, and may feel uncomfortable at first. After a few weeks of practice, discomfort with longer wait times usually subsides, and the academic benefits of waiting become more evident.

As with eye contact, preferred wait times vary both among individuals and among groups of students, and the differences in expected wait times can sometimes lead to awkward conversations. Though there are many exceptions, girls tend to prefer longer wait times than boys – perhaps contributing to an impression that girls are unnecessarily shy or that boys are self-centered or impulsive. Students from some ethnic and cultural groups tend to prefer a much longer wait time than is typically available in a classroom, especially when English is the student's second language (Toth, 2004).

Therefore, when a teacher converses with a member of such a group, what feels to the student like a respectful pause may seem like hesitation or resistance to the teacher. Yet other cultural groups actually prefer overlapping comments – a sort of negative wait time. In these situations, one conversational partner will begin at exactly the same instant as the previous speaker, or even before the speaker has finished (Chami-Sather & Kretshmer, 2005).

The negative wait time is meant to signal lively interests in the conversation. A teacher who is used to a one-second gap between comments, however, may regard overlapping comments as rude interruptions, and may also have trouble getting chances to speak. Even though longer wait times are often preferable, they do not always work well with certain individuals or groups. For teachers, the most widely used advice is to match wait time to the students' preferences as closely as possible, regardless of whether these are slower or faster than what the teacher normally prefers.

To the extent that a teacher and students can match each other's pace, they will communicate more comfortably and fully, and a larger proportion of students will participate in discussions and activities. As with eye contact, observing students' preferred wait times is easier in situations that give students some degree of freedom about when and how to

participate, such as open-ended discussions or informal conversations throughout the day.

➤ *Social Distance*

When two people interact, the physical space or distance between them – their social distance – often indicates something about how intimate or personal their relationship is (Noller, 2006). Social distance also affects how people describe others and their actions; someone who habitually is more distant physically is apt to be described in more general, abstract terms than someone who often approaches more closely (Fujita, et al., 2006).

In white American society, a distance of approximately half a meter to a meter is what most people prefer when talking face-to-face with a personal friend. The closer end of this range is more common if the individuals turn sideways to each other, as when riding on an elevator; but usually the closest distances are reserved for truly intimate relationships, such as between spouses. If the relationship is more businesslike, individuals are more likely to situate themselves in the range of approximately one meter to three meters. For example, this is a common distance for a teacher talking with a student or talking with a small group of students. For still more formal interactions, individuals tend to allow more than three meters; this distance is typical, for example, when a teacher speaks to an entire class.

Just as with eye contact and wait time, individuals differ in the distances they prefer for these different levels of intimacy, and complications happen if two people expect different distances for the same kind of relationship. A student who prefers a shorter social distance than his or her partner can seem pushy or overly familiar to the partner. The latter, in turn, can seem aloof or unfriendly – literally “distant”. The sources of these effects are easy to overlook since by definition the partners never discuss social distance verbally, but they are real. The best remedy, again, is for the teacher to observe students’ naturally occurring preferences as closely as possible: students who need to be closer should be allowed to be closer, at least within reasonable limits, and those who need to be more distant should be allowed to be more distant.

## VII. EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES

➤ *Build Trusting Relationships with your Students*

Building trusting relationships with students is essential for effective teaching and learning. A teacher can build trust with their students in a number of ways. Firstly, by creating a safe and inclusive classroom environment where all students feel welcomed, respected, and valued. Secondly, by actively listening to and responding to students’ needs and concerns, and by providing individualized support when necessary. Thirdly, by showing genuine interest in students’ lives outside of the classroom, and by making connections with them beyond academics. Fourthly, by being consistent and reliable, and by following through on their commitments to their students. Lastly, by being honest, transparent, and accountable in their interactions with students, and by

admitting their mistakes and working to improve. By taking these steps, a teacher can establish a strong sense of trust and rapport with their students, which will ultimately lead to better academic performance and a more positive classroom experience for everyone involved. Tasteful humor is also an important technique that makes the classroom a more learning-friendly space.

➤ *Ensure that Students Understand the Reason and Purpose for Classroom Rules*

Teachers can ensure that students understand the reason and purpose for classroom rules by explaining them clearly at the beginning of the school year. The teacher should emphasize the importance of following the rules and how they will help create a safe and productive learning environment. The teacher can also use real-life examples to illustrate how following rules can help individuals and society as a whole. Additionally, the teacher should encourage students to ask questions about the rules to ensure they fully understand them. By reinforcing the importance of classroom rules and being consistent in enforcing them, students will understand the purpose and importance of rules in the classroom.

➤ *Celebrate Students’ Works*

Celebrating the works of students is an excellent way to boost their confidence and motivation. One way to do this is by holding a class-wide exhibition of student work. This could be in the form of a gallery walk, a poster display, or a showcase of performances. It is also important to acknowledge each student’s individual work by providing positive feedback and highlighting specific strengths. Another idea is to create an award ceremony where each student is recognized for their achievements, which could include certificates or small prizes. By celebrating students’ works, teachers show students that their efforts are valued and appreciated, leading to increased engagement and a desire to continue producing quality work.

➤ *Maintain Authority in the Classroom in a Friendly and Flexible Way*

Maintaining discipline in a classroom may be a challenging task for a teacher, especially when students are easily distracted or uninterested in learning. However, there are ways to establish a positive and respectful relationship with students while maintaining authority. A teacher can start by setting clear expectations and rules in the classroom, and then reinforcing them consistently. It is also essential to make the classroom environment welcoming and engaging by incorporating different teaching methods, activities, and technologies that suit the students’ interests and learning styles. Additionally, the teacher should establish open communication with the students, listening to their ideas and concerns, and giving constructive feedback to promote growth and learning. By creating a friendly and flexible atmosphere, the teacher can build trust with the students and establish a sense of mutual respect, which ultimately leads to a successful learning experience.

➤ *Cater for Every Individual Student*

It is crucial for teachers to cater to the diverse needs of every student regardless of their abilities, race, religion, socio-economic status, and other factors that may affect their learning. Firstly, teachers can identify the strengths and weaknesses of each student through assessments and observations. By doing so, the teacher can create lesson plans that cater to the needs of each individual. Secondly, teachers can promote an inclusive classroom environment that celebrates diversity and encourages students to appreciate and learn from each other's unique backgrounds. Thirdly, teachers can use various teaching strategies such as visual aids, group work, and differentiated instruction to accommodate students with different learning styles and abilities. Lastly, teachers can provide individualized support students who require additional assistance, such as after-school tutoring or counseling services. By implementing these strategies, teachers can cater to every student's needs and ensure that students reach their full potential.

➤ *Encourage Initiative and Critical Thinking*

Teachers can encourage initiative and critical thinking by providing students with opportunities to express their own opinions and ideas. One way to do this is by encouraging classroom discussion and debate. This allows students to engage with each other and develop their own perspectives on various topics. Additionally, teachers can provide challenging projects or assignments that require students to think critically and problem-solve. By giving students the freedom to explore and experiment, teachers can help them develop their own ideas and take initiative in their learning. Finally, teachers can model critical thinking and initiative themselves, by asking open-ended questions, engaging in thoughtful discussions with students, and demonstrating a willingness to learn and adapt. By creating an environment that values independent thinking and exploration, teachers can help students become more confident, capable, and engaged learners.

➤ *Be an Equipped and Planned Teacher*

Being an equipped and planned teacher is a key factor for effective teaching and positive student outcomes. Teachers who are equipped have the knowledge, skills, and resources needed to effectively engage and educate their students. This means having a deep understanding of the subject matter they teach, as well as knowledge of teaching strategies, assessment techniques, and classroom management. Being a planned teacher means having a clear vision of the learning objectives they want their students to achieve and a well-designed plan to achieve those goals. Planning allows teachers to ensure that they are covering all necessary material, that their lessons are well-structured and engaging, and that they are meeting the individual needs of their students. Ultimately, an equipped and planned teacher is better able to foster a positive and effective learning environment, and support their students in achieving their full potential.

➤ *Model Ideal Behavior*

As educators, teachers are not only responsible for imparting knowledge but also for shaping the values,

attitudes, and behaviors of their students. Therefore, it is essential for teachers to model ideal behavior in the classroom to create a positive and conducive learning environment. When teachers demonstrate positive behavior, such as being respectful, empathetic, patient, and fair, they set a positive example for students to follow. Students are more likely to respect and emulate teachers who model positive behavior, resulting in improved classroom behavior and academic performance. By modeling ideal behavior, teachers also create a safe and nurturing environment where students feel valued and respected, which fosters their social and emotional development. Fundamentally, teachers who model ideal behavior in the classroom set their students up for success by instilling the values and habits necessary for them to thrive in both academic and personal settings.

## VIII. CLASSROOM MANAGEMENT SKILLS

➤ *Classroom Arrangement*

Effective classroom arrangement is a key element in creating a conducive learning environment. The physical layout of the classroom plays a significant role in supporting student engagement and learning. It is essential to organize the classroom in a way that maximizes student comfort and engagement while minimizing distractions. A well-arranged classroom should have a clear traffic flow, with spaces for students to move around freely. It is also important to ensure that the teacher's desk, whiteboard, and other instructional materials are strategically placed for optimal visibility for all students. Furniture placement should be thoughtful and should facilitate group work, discussions, and individual learning. Additionally, it is essential to consider the classroom's lighting, temperature, and acoustics to promote a comfortable and productive learning environment. By taking time to arrange the classroom effectively, teachers can create a positive learning environment that encourages student engagement and success.

➤ *Patience*

Teachers must be patient with students because every student learns at their own pace and in their own way. Some students may need more time to understand a concept or may require different methods of explanation or examples. Being patient with students allows teachers to provide them with the necessary support and guidance to help them succeed academically. Moreover, patience creates a positive learning environment where students feel comfortable to ask questions, make mistakes, and learn from them. When teachers are patient, they also demonstrate the value of perseverance and hard work, encouraging students to persist through difficult tasks and challenges. Overall, patience is a key quality that allows teachers to create a supportive and engaging learning environment, leading to better outcomes for their students.

➤ *Time Management*

Effective time management in the classroom is crucial for teachers to ensure that they cover the curriculum and provide quality education to their students. When teachers prioritize and allocate time efficiently, they can optimize their instruction and create an effective learning environment.

Time management skills can also help teachers reduce stress and avoid burnout, leading to higher job satisfaction and better retention rates. Additionally, effective time management models good behavior for students, showing them the importance of prioritizing and using time wisely. Generally, teachers who master time management skills can enhance student learning outcomes and establish a positive classroom culture.

➤ *Evaluate Assessments Regularly*

Regular performative evaluation allows teachers to assess student learning outcomes accurately and identify any areas that may need improvement. This helps teachers adjust their instructional strategies to better meet the needs of students, improve their teaching methods, and develop effective lesson plans. Regular evaluation also ensures that assessments are reliable and valid, thus improving the credibility and fairness of the evaluation process. It allows teachers to identify gaps in their own knowledge and instructional practices and find ways to address them. Furthermore, regular assessment evaluation promotes professional growth and development as teachers work to improve their instructional practices and student learning outcomes.

➤ *Be Fair*

Teachers play a vital role in shaping the future of their students, and one of the most important aspects of their job is to be fair at all times. Fairness creates an environment of trust and respect, where students feel valued and motivated to learn. When teachers treat their students with fairness, they demonstrate that everyone is entitled to equal opportunities to learn and succeed. This encourages students to develop a sense of responsibility and accountability, as they understand that their achievements and grades are based on their own efforts and abilities. In addition, fairness also helps to prevent discrimination and bias, ensuring that all students are treated with dignity and respect regardless of their background or personal characteristics. Therefore, it is imperative for teachers to be fair at all times to create a positive and conducive learning environment for their students.

➤ *Welcome Feedback from Students*

It is pivotal for teachers to welcome feedback from their students for a number of reasons. First and foremost, feedback from students can provide valuable insights into the effectiveness of teaching methods and course materials. This information can help teachers make adjustments to their approach in order to better meet the needs and learning styles of their students. Moreover, soliciting feedback from students can help build trust and rapport between teacher and student, creating a more positive and collaborative learning environment. It also gives students a sense of ownership in their education and the opportunity to provide constructive criticism that can ultimately improve the learning experience for everyone involved. Conclusively, by welcoming and incorporating feedback from their students, teachers can improve their teaching methods, enhance student engagement and satisfaction, and promote a more inclusive and effective learning environment.

## IX. CONCLUSION

Effective communication in the classroom is essential for successful teaching and learning. It involves transmitting information, ideas, and emotions between the teacher and students. Effective communication helps to build positive relationships, promotes student engagement, and fosters a supportive learning environment.

There are several key principles of effective communication in the classroom. These include using clear and concise language, using nonverbal cues to convey meaning, actively listening to students, providing feedback, and adapting communication style to meet the needs of diverse learners.

Overall, effective communication in the classroom is critical for creating a positive and productive learning environment. By using clear, inclusive, and responsive communication strategies, teachers can engage students, foster positive relationships, and support student success.

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