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3 Oji Emmanuel Wicendu

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6 **Abstract**

7 This paper discusses the strategies for enhancing Teacher-Learner communication as used for
8 effective lesson delivery in the classroom in the 21 st century. In discussing the subject matter,
9 it examined the concept of communication, types viz verbal and non-verbal, roles, strategies,
10 the classroom, types and features. Conclusion was drawn with regard to the need to adapt the
11 applications of ICTS apparatus in the effective delivery of lessons in the classroom.,especially
12 in the new era of the 21 st century. Recommendations were suggested on the need to run a
13 synergy between the teachers/students on better ways of acquiring good communication skills
14 for effective teaching to sustain feedback of the national development.

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16 **Index terms**— verbal and non-verbal communication, classroom, teacher, learner
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24 communication skills for effective teaching to sustain feedback of the national development.

25 **1 Introduction**

26 communication is the act of transmitting and exchanging thoughts, ideas, opinions and information. It is, as,
27 Mangal and Mangal, (2009) put it, a process of sharing or exchanging experiences, information, ideas, opinions,
28 sentiments, thoughts, feelings, etc. between the source of communication and receiver through some mutually
29 agreeable or known media either verbally or non-verbally, face-to-face or virtually.

30 Teaching is communication, and teachers should be good communicators. Educationists are concerned with
31 the communication that takes place in the classroom between teacher and learner and the latter who learns well is
32 the one who participates well in the communication process. The essence of communication is to achieve effective
33 learning outcomes, such learning outcomes can be facilitated by certain strategies or techniques adopted by the
34 communicator. The communicator can use gadgets such as audiovisuals, visuals to communicate/teach or be the
35 direct communicator as teachers or parents do.

36 In the formal educational sector, the teacher stands as the communicator, the channel through which learners
37 gain knowledge of the content taught through the act of imparting is generally known as teaching. Teaching is
38 thus a communication means adopted by teachers to achieve effective teaching and learning by the learners. The
39 teacher's communication strategies should be such that he/she achieves the objectives of imparting knowledge,
40 skills, ideas, attitude, and character to learners and also enables learners to have a deep grasp of the content
41 taught in the classroom.

42 Classroom communication is the process by which the teacher, the learner and the instructional materials
43 interact purposefully to achieve learning. The success of the learner depends largely on how teachers interact
44 with the learners in the classroom (Amadi, 2006). It is therefore important for a teacher to learn how to
45 communicate effectively in the classroom because communication is a two way process. One can communicate

7 D) NON-VERBAL COMMUNICATION

46 to others through spoken words, silence, body postures, gestures, facial expressions, written words, graphics,
47 paintings, music and other creative forms of expression as stated by Kuma, (2008). This paper examines the role
48 of good communication between teacher and learner in the teaching -learning process.

49 2 II.

50 3 Classroom Communication

51 Communication in the classroom is mostly carried out through verbal and non-verbal modes in a class. When
52 Communication is done or carried out through the use of words (oral) and written forms, it is termed verbal
53 communication but when communication is done through feelings, thoughts, signs, gestures, etc. without the use
54 of oral or written language it is termed non-verbal communication (Kumar, 2008).

55 4 a) Verbal Communication In The Classroom

56 To Live strong Foundation (2013), verbal communication is using sounds and language to pass on a message
57 and it is seen as the primary way or tool for expression between two or more people. In verbal communication,
58 messages, ideas or feelings, are conveyed through the use of mouth, and using spoken words for example, talking
59 face to face, on telephone, or as a speech. It helps teaching and learning as well as forming bonds and relationships
60 with people. The key components are words, sound, speaking and language. For verbal communication to be
61 used effectively in the classroom, the teacher must speak; ? Audibly ? Write eligibly ? Read loud enough for all
62 students to hear ? Use the right vocal expression, i.e. the intonation and inflection in a spoken message which
63 is more important than the verbal content.(Bharti,21 st January 2015). These will give the right meaning of the
64 words spoken and ease understanding of the message. Verbal communication in the classroom usually rests on
65 the teacher who does most of the talking and the students talk only when they are asked to talk, like when they
66 are asked a question or when they ask questions.

67 For effective verbal communication, students should be allowed to participate orally too by reading, narrating,
68 questioning and writing in their books. This helps the teacher to get feedback from the students and helps the
69 students to feel free and not be afraid of the teacher and also form bonds with classmates as they try to find
70 answers to questions together (Papa, 2014).

71 5 b) Types of Verbal Communication

72 There are two basic types of verbal communication: Interpersonal Communication: This generally refers to a
73 two-way exchange that involves both talking and listening and relies on both language and emotion to produce
74 desired effect. It can be used to inform, inquire, argue and discuss topics of all kinds. It is vital to teaching and
75 learning as well as forming bonds and relationships between teacher and learner and between learner and learner.

76 Public Speaking: Involves one or more people delivering a message to a group, it is commonly understood as
77 face-to-face speaking between individuals and an audience for purpose of communication (HBO Documentary,
78 2010).

79 6 c) Effect of Negative Verbal Behaviours

80 For a teacher to deliver a lesson effectively, some behaviour must be avoided such as: ? Inconsistency or hidden
81 messages. ? Rudeness. ? Raised voice and shouting at a student. ? Incoherent diction ? Too much talk. ? In
82 appropriate language and style. These will demoralize the students and they might withdraw from the teacher.
83 The teacher should rather ensure that: ? Clear messages are given, ? Clear diction is used with good modulated
84 tones. ? Show respect to students. ? Be encouraging. ? Show appropriate use of praise.

85 These will ensure the effective delivery of lessons, help students to feel free with the teacher and so will show
86 interest and participate in the lesson.

87 7 d) Non-Verbal Communication

88 Good communication is the foundation of successful relationships, both personally and professionally. ??ut
89 These effects hold the student's attention, help them also give non-verbal responses which helps and enables
90 the teacher to read the students accurately e.g. their emotions, the unspoken messages they send out and that
91 creates trust.

92 Non-verbal communication is a powerful tool that helps teachers express what they really mean and to connect
93 to their students. It is a vital form of communication, when interacting with others, we continuously give and
94 receive countless wordless signals and this is what happens in the classroom also. Teachers should be aware of
95 non-verbal messages in the classroom Grenville, (2013) stated that it will help them become: ? Better receivers
96 of student's messages. ? Better senders of signals that reinforces learning. ? Sure of sending the right messages
97 to students. ? Grenville continued to say that some of the nonverbal behaviours in the classroom are: ? The
98 gestures the teacher makes ? The way the teacher sits ? How fast or loud the teacher talks ? How close the
99 teacher stands by a student ? How much eye contact the teacher makes.

100 All these send strong messages to the students. The way the teacher listens, looks, moves and reacts tells the
101 students whether or not the teacher cares or tells how well the teacher listens.

102 **8 f) The (Importance of the) Teacher in The Classroom**

103 Communication As Unachukwu, (1990) succinctly put it, a teacher is a person trained or recognised and employed
104 to help learning in a classroom situation in order to achieve set educational goals.

105 Professionally, a teacher is one who attempts to help someone acquire or change some skills, attitude,
106 knowledge, idea or appreciation. He creates and influences desirable changes in the behaviour of his pupils,
107 (Peretomode, 1992).In ordinary usage, the term teacher is often used to refer to anybody who imparts information
108 or knowledge or merely instructs another.

109 The teacher has the most important function in any teaching-learning situation, he/she carries out the real
110 art of teaching and some of the roles according to Peretomode (1992) are: ? He/she decides what is important, ?
111 plans for learning outcomes, ? decides subject matter to be covered, ? provides and uses instructional materials,
112 ? decides on instructional methods to be used, ? decides on the overall goals to be reached, ? develops learning
113 experiences, ? counsels students, ? attends to or responds to students' personnel problems, ? motivate students,
114 etc. Amadi, (2006) included other teacher's functions like: ? creates a democratic atmosphere in the class where
115 students can freely express their ideas and opinions, ? smiles at the students, ? calls them by name, ? is friendly
116 and helpful to student, ? is generous with patience, ? is considerate of their feelings and ? is alert to give service.
117 These prove that classroom communication lies in the hand of the teacher as he/she is solely in control of all
118 activities that takes place in the class.

119 **9 i. A Learner**

120 Collins English Dictionary (2013) says that a learner is someone who is learning a particular subject or how to do
121 something. Free-online Dictionary sees a learner as one who is learning and could be a pupil; an apprentice; or a
122 trainee. A learner is someone who is taught by a teacher either at home or in a classroom in a school, formally
123 or informally. The learner is the main concern of teaching -learning activities and the focus of the teacher and
124 the school as a whole ??Balogun, 1981).

125 Communicating effectively to and with the learner should be a priority concern of the teacher in the classroom
126 for the teachers work is done if he or she can communicate effectively and the desired changes in the learner is
127 achieved.

128 The learner is intended to gain knowledge, or mastery of something through practical experiences or study.

129 **10 ii. The Classroom**

130 The classroom is defined by (www.bing. com/bing. dictionary) as a room where people are taught, a room
131 especially in a school or college where classes are held. For this paper, a classroom is a designated room or space
132 where learners have been arranged in a row or column seating arrangement or other forms of seating arrangement
133 for learning. It is a safe place where learning occurs uninterrupted by other distractions.

134 **11 Fig. 1: Normal Traditional Classroom Arrangement g) 135 Categories of Classrooms**

136 There are different categories of classrooms. Classrooms are set up in different ways to fit the needs of the
137 students, it could be arranged to accommodate the needs of the students' learning abilities as well as the needs
138 of the classroom activity, and some of these settings according to Cooper (2014) are:

139 **12 h) The Traditional Classroom**

140 Typical classrooms are set up with five or six rows all facing the front. The teacher's desk is at the front and
141 so are chalkboards or whiteboards. Storage cupboards and shelves are on the remaining walls. The aisles have
142 enough space between them for the teacher to walk up to each student. This set up allows all the students to see
143 the teacher and the board. It also makes it easy for the teacher to hand out papers because he or she can give
144 paper to each student in front of the row. IV.

145 **13 Conclusion**

146 Communication strategies are plans for communicating information from teacher to learner. It is the blue print
147 for effective communication between students or pupils in the teaching/learning situation. What is intended to
148 be accomplished is increasing awareness of the content taught, encouraging action through learners' participation
149 and changing behaviour of the learner positively.

150 The focus of the teacher should be how to help the learners settle in class, feel at home and be willing to
151 learn. To achieve this requires the application of nonverbal communication strategy as this will ensure effective
152 learning through: facilitation of closeness between teacher and learner, instilling confidence in the learner, and
153 increasing the child's desire to learn. It also erodes the child's fear of coming to school as the child is now relaxed,
154 freer and friendly, the child now enjoys being in school. Lastly, it breaks the child's phobia of leaving home,
155 according to Ibe-Bassey (2004) effective and efficient instruction leads to effective and efficient learning and an
156 effective classroom communication between teacher and learner as well as between learner and teacher ensures
157 this learning.

158 V.

159 14 Recommendation

160 In view of the importance of effective communication in teaching, this paper advances the following recommendations: ¹



Figure 1: Fig. 2 :



Figure 2: Fig. 3 :

161



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Figure 3: Fig. 4 :



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Figure 4: Fig. 5 :



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Figure 5: 1 .

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