MANAGING EFFECTIVE COMMUNICATION IN TEACHING AND LEARNING

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The fundamental of communication
Activity 1: Draw something

- Find a partner
- Sit back-to-back
- One person gives instruction
- One person draws a diagram
Communication

- Basic communication concepts
  - Sender, receiver, channel, medium, distraction
- Perception
  - variations
- Verbal Language
  - words
- Non-verbal language
  - Body and non-words

In interpersonal and public communication, 55% of messages are communicated via body language
Communication breakdowns

- Confusing messages
- Inaccurate message
- Unwilling to listen
- Insensitive
- Differences in cultural/religious values, norms
- Differences in the world view

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Communication is about perception

What do we see?

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Perception

What do we see?

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Port Louis is the capital of Mauritius.
Perception

What do we see?
Perception

What do you see?
Perception

What do we see?
Perception

What do we see?
Perception level

Abstract

Concrete

Words
Diagrams
Maps
Pictures
Slides
Films
Models
Objects
Practices
Simulations

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“We cannot not to communicate”
Nonverbal communication

Body language signals some messages
- **Gestures:** movement of hand, legs, fingers; walking
- **Facial expressions:** Pleasant smile
- **Eyes:** Steady, observant, frequent eye contact
- **Head:** Still, straight
- **Postures:** sitting, standing, waking
- **Clarity:** Intonation, pitch, rate
- **Jewelry:** appropriate, limited
- **Attire:** appropriate, modest
- **Makeup:** appropriate, natural
- **Hairstyle:** appropriate, not fussy

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First impression of who we are will take less 15 seconds.

How do people evaluate us?

- 55% body language and appearance
- 38% verbal tone
- 7% verbal content
Activity 2: Improve Instruction

- Design a shape using objects in group
- Give instruction to another group to design the pre-determined shape
Protocols

- Clear direction
- Precise but adequate information
- Specific instruction
- Creative ways when convey the information
Interpersonal and group communication
Interpersonal communication

• One to one; one to many
• Greeting, leading topic, small talks, pre-closing, closing
• Turn taking
• Non-verbal signals
• Listening skills
Listening

• Listening vs. hearing
• Listening requires an effort; hearing is a process
• Listening is active
• Hearing is passive
• Most people tend to practice selective retention
Active vs. Passive Listening

• To be active listener
  – Be aware of your options
  – Deal with distractions
  – Decide when to speak and when to listen
  – Plan what to say when you speak – focusing and clarifying
  – Be attentive: stop multi-tasking, recap, use body language
5 ways to improve listening skills

1. Take listening seriously
   - Need practice and self-discipline
   - Work to improve listening skills

2. Resist distractions
   - Make a conscious effort to keep your mind on what the speaker is saying
   - Force back your attention if your mind wanders

3. Don’t be diverted by appearance or delivery
   - Set aside preconceived negative judgments about looks or manner of speech
   - Don’t be drawn in by attractive appearance or "hypnotic" delivery skills
4. Suspend judgment until hearing the full message
   - Don’t reject a speaker even if you hear things with which you disagree
   - Assess evidence and reasoning before making a judgment

5. Focus your listening
   - Focus on the main points
   - Focus on the quality of the evidence
   - Assess if the evidence is accurate
   - Assess if the evidence comes from an objective source
   - Assess if the evidence is relevant to the claims being made
   - Assess if there is sufficient evidence to support the claims
Individual’s Roles in meetings/discussion/group work

- Initiator – initiates a move, introduces an idea, suggests something
- Information/opinion seeker – asks others for opinions or clarifications
- Harmonizer - helps to reconcile opposing ideas/opinions
- Orientor – brings people back on track
- Blocker – rejects or blocks ideas/suggestions made by others
- Supporter – shows agreement and supports others
- Passenger – watches and listens; passive participant
Communication skills
Classroom communication
Sociolinguistic of communication

- Knowing **what** to say, to **whom**, **how**, **when**, **why**, and **where** are pre-requisites to effective communication between lecturers and learners.

- Contexts: lecture, class, small group (tutorial), email, sms, blog, outside classrooms (the corridor of classes, in the cafeteria and at other public places)
Lecture – Public Speaking

• Physical setting
  – Big hall, small hall
  – Facilities: screen, stage, PA system, Computer-LCD
• Delivering a lecture
• Lecture notes: design principles, communicative elements
• Delivery techniques
• Language performance
• Assignment: 10 min lecture (Activity 3)
Videos on Lectures

• Give some comments on these videos
  http://www.youtube.com/watch?v=dxPVyieptwA

• http://www.youtube.com/watch?feature=endscreen&v=dsTY7WDW-X8&NR=1

• http://www.youtube.com/watch?v=lJ7VWqj1QsM&feature=related
Physical setting

- Big hall, small hall
- Facilities:
  - light
  - screen,
  - stage,
  - PA system,
  - Computer-LCD
Delivering a lecture

- Types
  - Reading lecture
  - Memorized lecture
  - Impromptu
  - Extemporaneous

- Sequence
  - Greeting
  - Overview, recall
  - Content
    - Structure
    - Flow of ideas
    - Emphasis
  - Summary/Recap
  - Next...
Lecture notes

• Design principles & Communicative elements
  – Structure
  – Flow
  – Font
  – Color combination
  – Spacing
  – Color
  – Location of item
  – Amount of info

Four instructional processes
1. Introduce the concepts, ideas, skills
2. Guide to grasp the concepts, ideas, skills
3. Carry out drill-practice
4. Assess the achievement
Active learning

LEARNING PYRAMID

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practise by Doing: 75%
- Teach Others / Immediate Use: 90%

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Language performance

- Pronunciation
- Intonation
- Common errors
Pronunciation

Check how do these words sound.
Common **mispronounced** words in English.

1. Develop
2. Liaison
3. Anatomy
4. Dessert
5. Amateur
6. Occur
7. Salmon
8. Almond
9. Waffle
10. Croissant

**HOMONYMS** (Words that are spelled the same or sound the same as another word but have a different meaning). Complement or Compliment

1. Principle OR Principal
2. Lose OR Loose
3. Affect OR Effect
4. Than OR Then
5. There OR Their/ They’re
6. Your OR You’re
7. Whether OR Weather
8. Whose OR Who’s
9. Present OR present
10. When OR went

Check out the correct pronunciation at [http://www.howjsay.com/](http://www.howjsay.com/)
Intonation

She sells sea shells on the Irish sea shore she sells sea shells no more for sure.

Betty Botter bought some butter, but she said "this butter's bitter! But a bit of better butter will but make my batter better"
So she bought some better butter, better than the bitter butter, and it made her batter better so it was better Betty Botter bought a bit of better butter!
Intonation

Can you read this passage using logical intonation patterns which give some semantic to the words?

sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang sayang
Errors

Group 1
That’s mean
These means
Thats means
That means
Its means
Its mean
It means

Group 2
It effects me
Its affect
It affects me
It affecting me

Group 3
Please advice me
Please advise me
Please give me advise
Please give me an advice
E-mail
8 rules of email etiquette

1. Don’t Abuse the Reply All
   “Reply all is like salt—it should be used only when needed, and with caution,” says etiquette expert Jodi Smith. Only use reply all when everyone on the list of addresses requires your response.

2. Be Careful with the Bcc
   The “Bcc:” option allows you to “blind carbon copy” someone on an email without any of the other recipients knowing.
• 3. Avoid Casual Cursing

• It is fine to %*@@ this or $&@# that, as long as you’re emailing a friend or close coworker, right? Wrong. What if the recipient forwards that email? Email is a permanent document that can always be retrieved and used against us
4. Don’t Be Lazy About Grammar

It’s a slippery slope: First, stop capitalizing the first letter of sentences. Then stop forming complete sentences. Always double-checking our grammar usage.

5. Always Respond

After plowing through the contents of your inbox on a busy workday, it’s easy to forget to circle back and respond to messages. Take the time to reply as you go
6. Watch Out for Uppercase Overkill

In email land, writing in all capital letters means YOU ARE YELLING AT SOMEONE. Unless that’s what you’re going for, better unclick that caps lock button. “To emphasize one word, place *asterisks* around it instead
• **7. Be Wary of Attachment Overload**
  Always ask permission before sending large attachments. When in doubt, save documents in a PDF format, which will help prevent download problems.

• **8. No Unnecessary Use of Cuteness**
  If you enjoy using emoticons (smileys, the “surprised” face) and acronyms (LOL, BTW, TTYL), at least banish them from your professional correspondence.
SMS, Whatsapp, Messenger, BB
Messaging - Communicating
Do’s and Don’ts in messaging

• Formal setting
  – Use good/proper language
• Informal setting
  - Use of shortcuts, emoticons, similes
• Response time
  – Immediate, delay
• Precautions
  – Check spelling
  – Confirm exact recipients
  – Save messages
SMS codes, abbreviations

• “Apew nk kcoh2 nih... dowg xwat dlm xm r... manadew... dowg taw nk tulih yg btl nyew....”

• “K pew... gmat krdt... nk taip pjg2 nnt xmuat sms dowh....”“Ala dowg leh phm nyew...”

• Der... ko sure kew sme owg phm apew yg ko tulih? Ko sdar x yg ko leh wt owg slh phm ngan ayat cacat ko itew? Dh lh cacat hdh cm **** ko igt best kew? Ko taw x ble ko tulih cm2, owg2 cm aq otomtk katew ko b**dh?

• Ko ckp dak2 itew x gunew bhse cmni dlm xm.... Ce ko p skool2..... ko jmpew cgu.... ko tny dowg apew yg wat dowg slalu 10sen bilew markg paper stdnt.... Ko igt mendew nih x siyes kew? Ko idop zmn bilew nih?

• Sonok kew tulih cmni? Cacat ko taw x... cacat gilew dowwh!!!
Web, Blog, Weblog, Blog
New platform, new media in teaching

- **Web 1.0**: Website, World Wide Web - one way, showcasing
- **Web 2.0**: Social web: blog, social network, YouTube, - two way, showcasing, construct and reconstructing
- (Web 3.0: Semantic web, Web 4.0: Intelligent web)
- Weblog, **web + blog = blog**
- Blog types
  - Personal expression blog: self, family, political, propaganda (blogging)
  - News, informative blog: organization
  - Education blog: teaching blog, learning blog
  - Business blog
  - Etc...

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Blogs to enhance teaching: 3 models

1. Students find the blogs
2. Students create a blog
3. Teacher creates a blog
Thank you
Q & A

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