2. Communication

* Communication skills can be defined as the transmission of a message that Communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999).
* In addition, teacher communication skills are important for a teacher in delivery of education to students (McCarthy and Carter, 2001).

3. Teachers’ Communication skills

- Communication skills involve listening and speaking as well as reading and writing.

- For effective teaching a teacher need to be highly skilled in all these areas. Teacher with good communication always make the things easier and understandable (Freddie Silver).

- Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class.

- Teacher has to teach the students having different thinking approaches.

- To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee,2012).

4. Use of language -- common strategies

5. Use of language -- common strategies

6. Use of Language - Worksheet 3.1

7. Scenario

* You are the teacher and you have to review the performance of your student and offer them positive and negative feedback.
* Brainstorm a list of negative feedback a teacher might give a student.
* Write the ideas on the board.

8. Negative feedback – brainstorm *(Write as on the board)*

9. *Intro before Worksheet 3.2*

* Afterwards, invite a student in the class to come sit in a chair at the front. Thank him for coming to the yearly performance review, and start with a little small talk (*So, Jim, you’ve been with us for one year now… time flies, doesn’t it?*) Then, proceed to give him the negative feedback (ideas written on the board) tactfully. When finished, thank him for his time and close the meeting.
* With the class, discuss how being tactful helped soften the criticism and promote goodwill.

10. Worksheet 3.2

**Communicating to Parents**

Communication characteristics

* Teachers should be comfortable communicating with parents regularly, with phone calls and informal notes in addition to formal report cards.
* Teachers must be able to express themselves both verbally and in writing in order to report student progress to parents.
* They need to explain the strengths and weaknesses of their students so that parents will understand the message and be receptive rather than defensive. This is especially important when the teacher conveys a difficult message about the student's misbehavior or learning problems. The message must be delivered clearly and with tact.

Tact

* Tact is the ability of reducing the impact of a critical statement in a way that respects the feelings of others. Tact helps maintain good relationships with others.

**Worksheet 3.3 – Pairwork**

How to Give Constructive Criticism in 6 Steps

* The feedback sandwich method is a popular method of giving constructive criticism. I refer to the feedback sandwich as PIP, which stands for Positive-Improvement-Positive..

**1. Feedback Sandwich**

With Positive-Improve-Positive, your feedback is broken down into 3 segments:

* You start off by focusing on the strengths — what you like about the item in question.
* Then, you provide the criticism — things you don’t like, the areas of improvement.
* Lastly, you round off the feedback with (a) a reiteration of the positive comments you gave at the start and (b) the positive results that can be expected if the criticism is acted upon.

Example Positive

Example Critique

Improvement

**2. Focus on the situation, not the person**

How to apply this tip:

* **Firstly, detach the situation from the person**. This distinction is crucial. Take the person out of the equation and focus on the behavior / action / situation / issue at hand.
* **Comment on the issue, not the person**. For example, “The clothes are dirty” and not “You are dirty.” “The report is late” and not “You are late.” “The food is oily” and not “You are a bad cook.”
* **Don’t make personal attacks**. Comments like “I’m so sick and tired of…” or “You’re so stupid / negative / lazy / unorganized / ” come across as accusatory.  Stay away from attacks.
* **Don’t use active voice; use passive voice**. Example of active voice vs. passive voice: “You gave a bad presentation.” vs. “The presentation you gave was bad.” Notice that the passive voice shifts the attention away from the person and brings it to the subject matter.

**3. Be specific with your feedback**

* **Focus more on objective points than subjective opinions.** Just saying “I don’t like it” is not helpful. On the other hand, stating the specific things you do not like, is helpful.
* **Share how it affects you.**Rather than go on and on about how bad the thing is, share how it affects you. This shifts the focus away from the person and onto yourself, which lets the person take a step back to evaluate the situation. It also gives him/her insight to where you are coming from.
* **Break your feedback down into key points**. Break it down into various key points, then give your feedback point by point.
* **Give specific examples of each point**. What are the exact situations or examples where the person exhibits the behaviors you highlighted in #2? Point them out. There is no need to highlight every single example – just pointing out 1-2 key examples per point will be sufficient. The intention here is to (a) bring the person’s awareness to things which he/she may be oblivious about and (b) illustrate what you mean.

Worksheet 3.4 Scenario – oral

**4. Comment on things that are actionable**

* focus on the things that the person *can*do something about, rather than the things that are out of his/her control. Critiquing the former makes your criticism constructive; critiquing the latter just makes the person feel bad because he/she can’t do anything about these things even if he/she wants to. You can comment on latter if it is crucial, but be sure to bring the focus back onto the things that he/she *can*control.

**5. Give recommendations on how to improve**

* When all is said and done, give recommendations on what the person can do to improve.
* Every critique can be interpreted in different ways. Giving recommendations will give the person a clear idea of what you have in mind.
* Secondly, recommendations provide a strong call-to-action. You want the person to act on what you have shared, not procrastinate.
* With your recommendations, I recommend to (a) be specific with your suggestions and (b) briefly explain the rationale behind the recommendation.

**Example**: Giving feedback on a presentation

* **Weak recommendation**: “The presentation is too long. Make it shorter.” — Not very helpful. Reducing the presentation time can be done via many ways — cutting down the points, removing examples, talking faster, and so on. What exactly do you mean? Part of giving constructive criticism includes being specific (see Tip #3).
* **Good recommendation**: “Instead of 2-3 examples per point which detracts from the main message, limit 1 example to each point. This way, the presentation is more succinct and impactful. Doing this, the presentation length will easily be reduced from 30 minutes to 20 minutes.” — Great recommendation that is specific. Rationale is also provided which explains your point of view to the person.

**6. Don’t make assumptions**

* When providing criticism, do so within what you know as fact about the person and the subject. There’s no need to make any assumptions. Not only does it make the person look bad, it also makes you look bad — especially when your assumption is wrong.