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# UNIT 1 COMMUNICATION IN EDUCATIONAL PROCESSES

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## 1.1 INTRODUCTION

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The human being has been using language as a tool for communication for centuries. Communication generally means the exchange of information or message from one place, person or group to another. Communication is an integral part of our daily life and is intertwined with almost all the activities we undertake. Educational process also involves communication. So, you need to understand concept and process of communication so that you can communicate effectively in personal life and while engaging in the teaching-learning process. Communication process consists of many elements and is also beset with a number of barriers. So, there is also a need to understand these elements and remove those barriers so that the communication becomes effective and its goal(s) are attained. Today, the advancements in technology had influenced communication both in the personal life and educational process. Digital devices and tools such as computers, mobile devices, social media, e-mail, etc., are used for educational communication. Since teaching involves communication, you need to understand

the process of communication especially that in a technology-enabled environment so as to make it more effective and meaningful. Therefore, in this Unit we will discuss the concept, types, process of communication and the ways to eliminate barriers in communication. We will also discuss the process of educational communication and strategies to make classroom communication effective especially in a technology-enabled environment. Apart from these, we will also discuss the skills needed for communication including netiquettes.

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## 1.2 OBJECTIVES

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After going through this Unit, you should be able to:

- explain the concept and process of communication;
- use different types of communication in teaching-learning;
- identify the barriers affecting the process of communication;
- adopt measures to eliminate barriers in communication;
- describe the nature of educational communication; and
- identify strategies for effective communication.

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## 1.3 CONCEPT OF COMMUNICATION

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The word communication is derived from the Latin word ‘communis’ which means ‘common’. Thus ‘to communicate’ means ‘to make common’, or ‘to share’ or ‘to make known’. This means, if a common understanding is made when information is shared, then it is considered communication. Communication is thus the exchange of information between one person to another or group of people. **Communication is defined as a process of sharing or exchanging ideas, information, knowledge, attitudes, or feelings among two or more persons through certain signs and symbols leading to a desired response as intended by the communicator.** For example, when two people talk, they share some information between each other and that is nothing but communication. Communication also takes place in the classroom. For example, when you teach, you interact with your students and discuss some content and hence the students receive information. At the same students also ask questions back to you. So, both the teacher and students are communicating each other. In general, communication in the educational process is referred to as educational communication or classroom communication. We will discuss educational communication in detail in Section 1.7.

Communication essentially includes the following components (Fig.1) namely sender, message, medium (channel), receiver, feedback, and noise. Let us discuss these components:

- As you see in figure 1, the sender initiates the communication. At this stage, the sender encodes the idea to be conveyed. The encoding may be words, symbols, gestures, etc. For example, think that you plan to teach a content (concept) using an audio programme. Then, you have to write the script required for the audio programme. So, the content to be transacted in the classroom is encoded into script.
- When the idea is encoded it becomes message. Message takes the form of verbal, non-verbal or written language. In the above example, you will write the script of the content to be transacted in the classroom. Then the script is the message.

- Once message is developed, it is sent to the receiver through a medium (channel). Medium is the carrier of information. The medium through which message is transmitted is called communication medium. The medium can be face-to-face conversation (lecture), telephone, e-mail, diagram, audio-video programme, etc. What medium would you use for transmitting the audio programme? You may use radio or computer or mobile phone, etc.
- The message is sent to the receiver. So, receiver is someone who receives message or to whom message is sent. In the above case, you will ask your students to listen the audio programme that you have sent. Then students are the receivers.
- After receiving the message, receiver decodes message into some meaningful information. How will students decode the message in the audio programme? When students are able to understand the content (concept) discussed in the audio programme, then it is decoding. If students cannot decode the message, then they fail to understand the content.
- After receiving the message, the receiver understands it and then responds back to the sender by giving feedback. Feedback allows the sender to confirm whether the message has been delivered and understood by the receiver. In the above example, if the students are able to understand the content, they may tell the teacher that, they have understood it. If not, students may request (this refers to feedback) the teacher to discuss the content again in the classroom.
- While sending information from sender to receiver, some factors may hinder the flow of information and because of which the sender cannot convey the message properly. Such factors that hinder and distort communication is called noise. In a way noise are barriers to communication causing disturbance resulting in an ineffective communication. The different barriers to communication are discussed in Section 1.5.

Thus, in communication, the idea to be conveyed is encoded in the message and transmitted through a medium to its destination where it is decoded, and response is made. When the process is complete, we call it as communication.

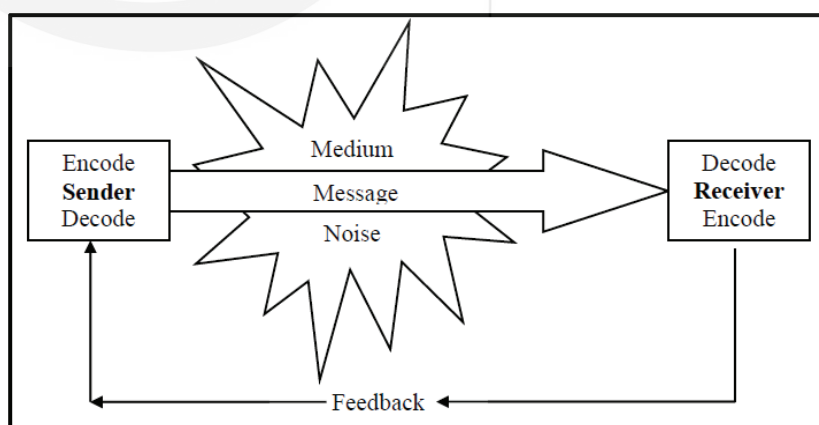


Fig.1: Components of Communication

### 1.3.1 Communication Process

**Communication process refers to the steps through which communication takes place between the sender and receiver.** Communication process comprise of the following steps:

- **Development of idea:** Communications starts with the conceptualization and development of an idea by the sender.
- **Encoding:** In the encoding stage, the sender encodes the idea going to be transacted.
- **Development of message:** The sender develops the real message to be sent. The message can be oral, written, symbolic or non-verbal, etc.
- **Selection of medium:** The sender selects the medium for sending the message. The medium can be oral, written material, gestures, etc. The medium can also be technologies like microphone, computer, e-mail, chat, e-text, etc.
- **Transmission of message:** The actual transfer of message through a medium takes place at this stage.
- **Receiving message:** The receiver receives the message. The receiver can receive message in different forms such as seeing, feeling, hearing, etc.
- **Decoding:** In this stage, the receiver decodes the message received.
- **Feedback:** Feedback refers to the response of the receiver to senders' message. The communication process is complete only when the receiver understands the message the way sender was thought off.

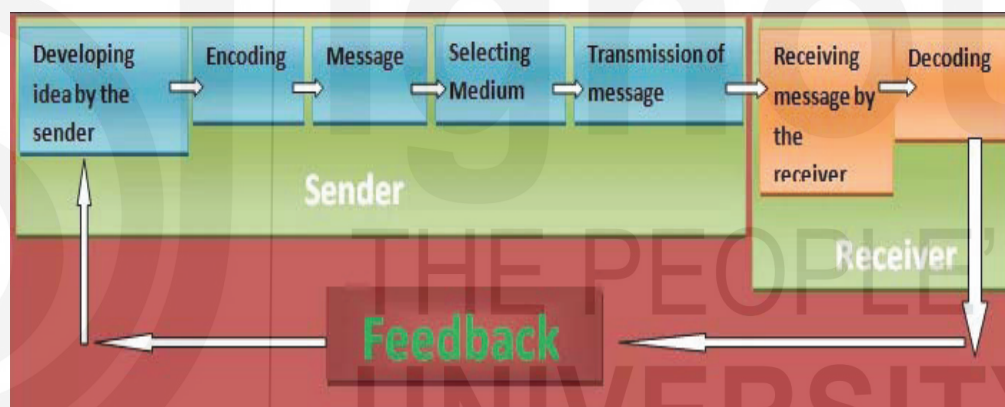


Fig.2: Communication Process

(Source : <https://thebusinesscommunication.com/what-is-communication-process/>)

You should know, how the process of communication relates to teaching-learning process? In teaching-learning process generally the teacher is the sender, the student is the receiver and curriculum (content) is the message. How teachers convey content to the students? You will agree that, the content is conveyed generally through lectures. Thus the prominent medium used in the teaching-learning process is oral speech. But today a variety of technologies are used as the medium of communication. We will discuss those technologies in Section 1.7.7.

**Check Your Progress 1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) Define communication. Give an example.

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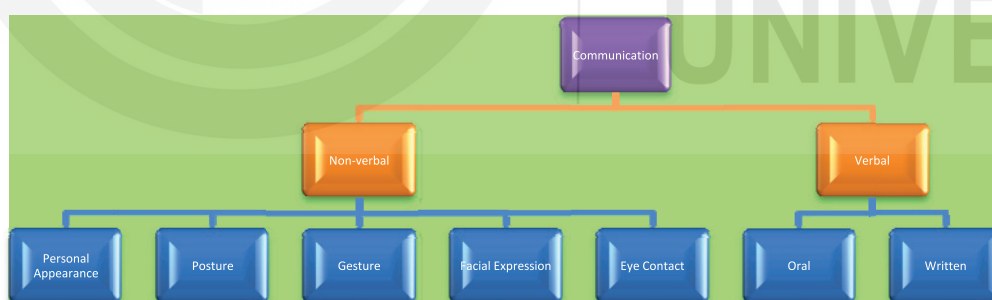
2) Describe the communication process.

### Activities for Practice

- 1) Make list of available technologies that teachers can use to communicate with their students.
- 2) 'Feedback is an integral component of teaching-learning process'. You may select a topic of your choice and teach it using any technology. Find out the feedback (both negative and positive) that you get from your students during the teaching process and analyse it.

## 1.4 TYPES OF COMMUNICATION

You might have observed situations like, a subject expert addressing audience in a seminar, teacher delivering lecture, political leader addressing the rally, magician performing, a student responding to teacher's question by nodding his head, etc. In all those situations some message is conveyed from one end to the other. But the way the message conveyed is different. Based on the way message is conveyed, communication is broadly classified into verbal and non-verbal communication (Fig.3). You should be aware of the different types of communication. This is because, teaching-learning process requires to use different types of communication for effectively conveying content to the students.



**Fig.3: Types of Communication**

Let us discuss the difference between verbal and non-verbal communication with examples.

### I.4.1 Verbal Communication

In a classroom, teacher/s interact with student/s in different ways. The primary mode of interaction is delivering lectures where teachers talk and students listen. Think of a situation where the teacher asks (orally) students to submit a home assignment. Students prepare the assignment (generally as written document) and submit to the teacher. Teacher evaluates the assignments, writes his/her comments/suggestions in the assignments, and return back to the students. In this process, many communications takes place, such as teacher **asks** students

prepare assignment, students submit **written document**, teacher gives his/her **comments**, etc. Such type of communication in which the message is conveyed either verbally or in written form is called verbal communication. **Verbal communication is the expression of ideas with the help of speech sounds or written symbols combined into words, and words into sentences that could effectively convey meaning.**

**Verbal communication is of two types as given below:**

- i) **Oral communication: Oral communication involves conveying message verbally.** You may mostly see verbal communication in classrooms, where the teachers deliver instruction/subject matter orally(lecture), through discussions or explanations, etc.
- ii) **Written communication: Written communication involves conveying message through written symbols such as notice, report, memo, circular, e-mail, memoranda, manual, handbook, etc.** In education, there are variety of written materials that conveys message to students. For example, the textbook is a written material that conveys the subject information.

You are aware that, today technology has penetrated and remodelled almost all activities of our life. How technology impacts the verbal communication? As discussed, lecture method is common in teaching-learning process and mostly carried through oral speeches. But with availability of range of technologies, oral speech is supplemented by technologies like microphone, presentation, etc. For instance, when the number of students in class is less, technologies are not necessary for conveying message. But when the students number goes large, technologies like microphone, radio, TV, etc., are required. And if you want to make your students sitting at far off places listen to your lecture, either radio, TV, or mobile may be used. For that, you need to record the lecture and broadcast through various means. Even, live lecture can also be used. So, technologies should be supplemented with the verbal communication enabling sender to make communicative effective and achieve desired goals.

What about written communication? Suppose you want to convey some message to the students; you may write the message in a paper and paste it on the notice board. Or you may write the message in students' notebook. This is the conventional mode of written communication. But today technologies like, e-mail, text editor software, presentation software, etc., are used. For example, if you want your students submit homework the next day, you can compose the text and send through e-mail. Or else you can post the message in social media platforms, like Twitter or WhatsApp, so that it will reach students in no time.

### **1.4.2 Non-verbal Communication**

You might have seen teachers intentionally using their body parts during their lecture. Teachers nod their head, blink their eyes, stretch their hands, walk throughout the class, point their hands, make eye to eye contact, and so on. While doing such intentional body movements (body language), they do interact and communicate some message with the students. Such communication is known as non-verbal communication. **Non-verbal communication involves conveying message without using words, either spoken or written. Or else the communication between two or more persons using facial expressions, postures, and gestures, etc., is called non-verbal communication.** You know

that teachers mostly use verbal communication (oral communication). But verbal communication in most case is supported by non-verbal communication.

There are different types of non-verbal communication. They are as follows:

- i. **Personal appearance:** The attitude of the audience towards the speaker depends on various factors such as the way sh/e dress, speak, etc. Even before the speaker utters a single word, the audience forms an opinion about the speaker by merely seeing. This is because of the impact created on the audience by the personal appearance of the speaker. So, you should be cautious while addressing the students in your class. You should dress neatly, speak properly, and uphold a good attitude.
- ii. **Posture:** Posture refers to the way one sits, stands, and walks while speaking in any situation. In classrooms, you should stand straight, and it is best to balance your weight on both feet, but that does not mean that you should look immovable. There should have certain degree of flexibility. The sitting posture can also communicate some message. Therefore, while sitting in the classroom, you should sit straight and both feet should touch the floor.
- iii. **Gesture:** Gesture is a means of supporting one's speech. Many gestures like movement of hands and legs and shrugging of shoulders accompany oral communication. Messages like 'yes', 'no', 'come here', 'go there', etc. are sometimes communicated using gestures. Gestures are also used to emphasize various concepts during teaching. The gestures should be directed from one's mind and heart without being conscious about it. Gestures are never noticed by the student unless they are intentionally done. You should not forcefully use gestures because they may appear jerky and artificial and indicate to the students that you are nervous and uncomfortable.
- iv. **Facial expression:** Facial expressions reflect the feeling(message) that the speaker tries to convey. A number of emotions like joy, sorrow, anger and surprise, etc., can be shown through suitable facial expressions like smiling, frowning, tightening the jaw muscles, raising the eyebrows, etc. The facial expression should fit in with the message and the gestures speaker uses. For example, while explaining a gloomy story you cannot be smiling or grinning. Some teachers do not change their facial expression during the teaching. This indicates that they have no feeling for what they are explaining in the classroom.
- v. **Eye contact:** One of the important techniques to understand the nature and behaviour of the students is keeping eye contact. Eye contact helps the teacher to communicate message and get feedback of the teaching. While teaching, it is important to give attention to all the students. Because each student would like to feel that you are talking to him/her individually. During teaching, do not always look a single student or students sitting at one side or front/back row but eye contact should be changed from time to time across the classroom. But this should never become a mechanical action. Research about the effects of eye contact suggests that it may help anyone, whether a student or teacher, to remember what they are seeing and hearing (Mason, Hood, & Macrae, 2004).

Communication is also classified as intra-personal, interpersonal, group, and mass communication. Let us discuss how they differ from one another.

- i. **Intrapersonal communication:** The word ‘intra’ denotes ‘within’. When we communicate within ourselves, it is intrapersonal communication. Intrapersonal communication is a kind of internal dialogue that takes place within us while contemplating, conceptualising, and formulating our thoughts or ideas before we actually express them. This can take the form of thinking, analysing, dreaming, or introspecting. Day dreaming, self-talk and memories are all facets of intrapersonal communication. Due to individual differences, the levels of intrapersonal communication may vary from one person to another.
- ii. **Interpersonal communication:** This is the communication between two persons. It is ‘inter’ because communication is between two persons. Our everyday exchanges, formal or informal, which may take place anywhere come under this type of communication. There is a certain amount of proximity between the sender and receiver who may be able to see each other closely, watch the facial expression, postures, gestures, etc. In interpersonal communication, the role of sender and receiver becomes interchangeable. Interpersonal communication is what is shared between friends, parents and children, husband and wife, worker and boss or teacher and students.
- iii. **Group communication:** As the name suggests, when people communicate in groups, this is known as group communication. This is an extension of interpersonal communication where more than two individuals are involved in the process of communication. The groups can be, both formal as well as informal depending on the type and objectives of communication, but generally they have common interests and goals.
- iv. **Mass communication:** In mass communication, the communicator is separated from the audience in terms of time and place. Communication takes place simultaneously with the help of an electronic device, in which an institution is involved. These electronic devices are known as mass media such as print, radio, television, the internet, etc. The audience is ‘mass’ that is it has a heterogeneous profile, are unknown to each other and located in widespread locations. Feedback in mass communication is considered to be weak and delayed as compared to group and interpersonal communication. But with developments in ICT, communication is more interactive, and feedback is not much delayed. Even now, the print media such as newspapers, journals, etc. engaged in mass communication do not generate as much feedback as other types of communication.

**Check Your Progress 2**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) Differentiate between verbal and non-verbal communication.

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2) What do you mean by mass communication? Give examples.



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### Activities for Practice

- 1) Visit few educational institutions (school or higher education) and complete the following tasks:
  - a) Conduct an interview with teachers to identify the technologies (medium) used by them for written communication.
  - b) Find the out the technologies that these institutions use for mass communication.
- 2) Introspect yourself and make a list of the non-verbal communication that you use in your daily life and teaching-learning process.

## 1.5 BARRIERS TO COMMUNICATION

As discussed above, in communication the sender encodes the message, selects the channel, sent the message, receiver receives it, and receiver decodes the message. This process occurs in all communication. However, there are instances where the receiver may not understand the message of the sender. Such a communication is called ineffective or poor communication. In contrast when the receiver completely understands the message of the sender, it is called effective communication. **Effective communication is the communication between two or more persons wherein the intended message is successfully delivered, received, and understood.** Effective communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the message intended. Communication may not be always effective. There are many factors that hamper the communication. **The factors that hamper and distort communication are called noise or barrier.**

The different barriers to communication are discussed below:

- **Physical barriers:** If the source is not visible to the receiver and s/he is not comfortable in the environment, it may create barriers in communication. Geographical distance may also create barriers, as people may like to communicate with one another but due to physical distances may not be able to do so. For example, people may be interested to communicate with an expert in a particular area who is not available in other areas/regions as there is physical barrier.
- **Psychological barriers:** Due to individual differences, attitude, interest, and motivation levels, we perceive things and situations differently. Apart from this, the varied levels of anxiety, inherent prejudices, and previous experiences also create barriers in communication. Studies have revealed that due to the process of selective perception, selective recall, and selective retention, we perceive, retain as well as recall a message selectively thus creating barriers in communication.

- **Socio-cultural barriers:** In communication, socio-cultural barriers also operate. To illustrate, in Indian context, some women may not like to discuss their health-related problem with a male worker. Similarly, some issues may be perceived as personal and not fit for discussion outside realm of family, thus creating barriers. Some societies are less vocal which may affect their level of communication with those from other cultures who are more vocal or aggressive in behaviour.
- **Linguistic barriers:** During the process of communication, faulty expressions, poor translation, ambiguous words, and inappropriate vocabulary create barriers. Moreover words, and symbols used to communicate facts and information may mean different things to different persons. This is since meanings are in minds of people who perceive and interpret meanings in different ways according to individual frame of mind.
- **Technical barriers:** While using technology, technical barriers also makes the process of communication complex. When audio quality is poor or video signals are weak, the message may not clearly reach the target group. Erratic power supply also creates barriers in communication.
- **Barriers due to information load:** At times huge amount of information is imparted which we may not be able to comprehend and assimilate, thus creating a barrier in communication. To illustrate, in a meeting, when a speaker provides information at a faster pace for a considerable period many of the issues and concepts may get lost at the end. While using media, this type of barrier can greatly affect the level of comprehension and utilisation of the message. Hence, great care needs to be taken while deciding the amount of information in a communication.

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## 1.6 ELIMINATING THE BARRIERS

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As discussed, barriers distort and disturb the quality and make communication ineffective. This is true for both verbal and non-verbal communication. Even the technology-mediated communication also has barriers. For example, suppose you want to deliver a lecture for hundred students. And if the microphone or the speaker does not work (technical barrier), you will face difficulty to deliver lecture. Whatever you speak may not be audible and clear to the students and your lecture ends ineffective and futile. The communication becomes smooth and effective when barriers are removed. So, you must know the ways of eliminating barriers so that the communication in teaching-learning would be effective. The following are some of the ways to eliminate the different types of barriers:

- Use simple and clear words.
- Avoid ambiguous words, sentences, and jargons.
- Emphasize the important concepts.
- Avoid information overload and unwanted information.
- Use suitable body language.
- Use suitable medium.
- Respect and understand others' emotions.
- Reduce noise as far as possible.
- Be a good listener.
- Properly sequence the message to be conveyed.

- Give constructive feedback.
- Select appropriate mode of communication.
- Use various communication skills.
- Speak with clarity and conviction.
- Use appropriate technology

### Check Your Progress 3

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) What are the different types of barriers to communication?

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2) Suggest few ways to eliminate barriers in communication.

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### Activities for Practice

1) You may be using both digital and non-digital medium for communication in personal life or teaching-learning process. Then, answer the following:

a) What are the barrier's that you have faced during the communication process? How did you resolve those barriers?

b) Suggest some strategies to resolve the barriers that hamper both digital and non-digital communication.

## 1.7 EDUCATIONAL COMMUNICATION

We do see different communication taking place in our daily life. For example, a person calling his friend over phone, customer asking the salesman for groceries, mother talking to her child, etc. A teacher delivering a lecture is also a form of communication. This means that communication also takes place in the educational process. Communication that takes place in educational process is called educational communication. You need to be aware of the different aspects of educational communication. Let us discuss educational communication in detail.

### 1.7.1 Concept and Nature of Educational Communication

Educational communication comprises of all sorts of communication carried out both in education and training. The objective of both education and training is to help the students gain knowledge and develop new skills. Communication of varied types occurs in both in education and training. The communication in

education and training is necessarily a planned activity. What is the nature of educational communication? Let us briefly discuss it.

- Firstly, educational communication is purposive. The communication that is being carried out in education and training has some purpose. In education, for instance, a teacher delivering a lecture on 'data analysis' might have in mind to instill among students' concept of data analysis, methods of analysing data, etc. Similarly, a teacher showing an experiment in Chemistry may be thinking of helping students develop the skill of taking measurement, holding test tube, etc. In training, for example, the trainer may help the Pilot trainee develop the skills required for becoming Pilot. Thus, communication is always made with a purpose.
- Secondly, the positive nature of communication. The positive nature of communication allows the source(sender) to attach certain positive value to what one communicates. This helps the students/trainees to develop positive values and transform themselves as worthy individuals of the society. It also contributes to the harmonious integration of the individuals in society. It can be effectively employed to build consensus on new goals, for promoting an understanding of an issue or taking positive action.
- The third, that is pragmatic nature of communication implies that the purpose of communication has a practical point of view. It may be related with certain changes in the student's behaviour leading to the development of specific skills and techniques or showing them how to carry out a particular process. Debates, augmentation, and public speaking are examples of pragmatic nature of communication as they influence or facilitate decision making.

Educational communication is either effective or ineffective. To make educational communication effective, teacher/trainer needs to use communication skills. Some of the communication skills that the teachers/trainers can use are verbal skills, writing skills, listening skills, questioning skills, etc. A teacher/trainer must have good verbal skills to deliver the content and make students/trainees understand the content being communicated. The writing skills also matters a lot. There are situations, where the teacher/trainer must communicate with the students/trainees through written messages. In such situations, teachers/trainers should effectively compose the message going to be transacted. This calls for good writing skills. After composing the message, it is sent through e-mail, social media, etc. The listening and questioning skills also matters because communication is a two-way process. The message conveyed by the teacher/trainer needs to be received and understood by the students/trainees. Whether the students/trainees have understood the message or not can be checked by simply asking some evaluative questions. This requires teachers/trainers to use questioning skills. During the communication process students/trainees also respond to teachers' message by asking questions and the same needs to attentively received by the teacher/trainer. In that case, the teacher/trainer must be a good listener.

### **1.7.2 Approaches to Educational Communication**

We have discussed the different types of communication in Section 1.4. Let us now briefly discuss as to how these types of communication relate to educational communication. The intrapersonal communication involves communication with oneself. The teacher/trainer needs to carefully plan the message and deliver it effectively so as to invoke self-communication among students/trainees. Interpersonal communication is between two persons. In education and training, the interpersonal communication mostly takes place between teacher/trainer

and students/trainees which is a form interpersonal communication. The group communication is what commonly practised in education and training. You can see teachers delivering lecture in both education and training which is nothing but group communication. The mass communication is also extensively used in education and training. For example, mass media like radio, TV, technologies like electronic text, e-mail, chat, discussion forum, etc., are being used at various stages of education and training. The use of such technologies in education and training is mass communication. Thus, we may conclude that, intrapersonal, interpersonal, group and mass communication are the broad approaches to educational communication.

### 1.7.3 Planning Communication for Education and Training

Along with lecture, today teachers/trainers also use technologies to communicate content (message) to students/trainees. To name few, microphone, computer, audio-video programmes, etc. You might have also watched some educational video programmes? Whether the presenter in the video programme able to convey the message? Does the content selected is appropriate for video programme? Is the presenter have good verbal skills? Whether the presenter uses non-verbal communication while explaining the content? You may reflect on these questions that relates to the video programmes that you have watched. If you are planning to use technologies in teaching-learning, you need to consider many factors. Communication for education and training entails a great deal of a planned activity especially when technologies are used to convey content (message). The source of information, whom could be teacher/trainer besides having a thorough knowledge of the subject matter, should be a good communicator. The teacher/trainer must be able to convey message effectively both in conventional and technology-enabled teaching-learning environment. So, while planning for educational communication, you should consider the following points (guidelines):

- **Selection of topic:** The topic to be selected for communication must be important, relevant, and interesting to the student/trainee.
- **Setting realistic goals:** Educational communication must have certain outcomes (goals). The objectives should be well defined and realistic enough to be achieved and the teacher must be clear about the aim of communication.
- **Know the student:** The students/trainees are heterogenous in nature. The demographic profile, educational background, previous knowledge, socio-economic level, ideologies, learning needs and learning styles, etc., of the students/trainees need to be kept in mind while planning the topic for communication.
- **Organisation of topic/content:** After deciding the topic/content to be communicated, the teacher/trainer needs to organise the content properly and sequentially for presentation.
- **Selection of technology:** Today, various modern technologies are available. The teacher/trainer needs to only select and integrate only suitable technologies in educational communication. You will learn more about selection of technologies in Unit 3 and 4.
- **Time duration:** The time duration of the communication also needs to be planned. The teacher/trainer should maintain an average time duration during education/training beyond which the students/trainees fails to listen and receive whatever is being communicated.

### 1.7.4 Classroom Communication

The communication carried out in classroom or teaching learning process is referred to as classroom communication. The classroom communication also involves the essential elements of communication such as sender, receiver, message, medium, feedback and noise (Fig.4). In classroom communication mostly teacher is the sender, student is the receiver, subject knowledge is the message and medium could be oral, written, etc. Today, teachers also use technologies to communicate. We will discuss some of them at the end of this Section. What does teachers communicate in the classroom? Teachers transfer the subject knowledge. The success of teaching-learning depends on teacher's ability to transfer subject knowledge and that requires good communication skills. Apart from transmitting the knowledge from the sender (teacher) to receiver (students), teachers also share their ideas, opinions, thoughts, etc. All such communication helps students gain subject knowledge, develop skills and transform themselves as worthy individuals of the society.

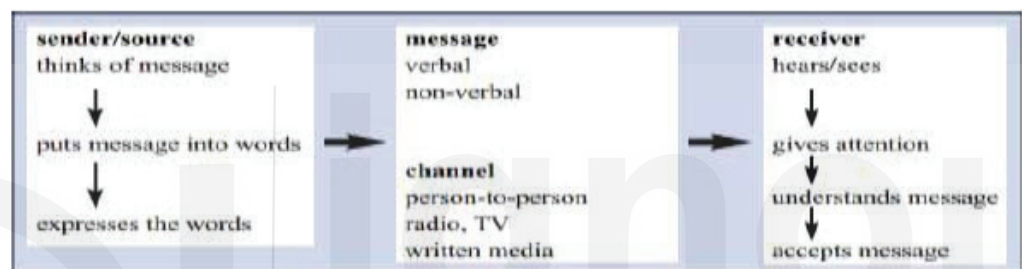


Fig.4: Classroom Communication (Source: Prozesky, 2000)

What different types of types of communication do you observe in a classroom? Generally, the following types of communication occurs in a classroom:

- Teacher-class communication: Teacher communicates with the entire class
- Teacher-student communication: Teacher communicates with a particular student
- Student-teacher communication: Student/s communicates with teacher
- Student-student communication: Student/s communicates with peer student/s
- Student-class communication: Student/s communicates with entire class

What is the nature of communication in classroom? We have discussed that educational communication is purposive, positive, and pragmatic in nature and therefore classroom communication too. Therefore, whenever you plan classroom communication, you must be clear about the objectives of communication and mode of communication. You may make use of the general guidelines discussed in Section 1.7.3 for effectively communicating in the classroom. The teaching must also inculcate among students' positive values and skills required to lead a successful life in the society.

### 1.7.5 Factors Affecting Classroom Communication

There are several factors (barriers) that affect classroom communication. These factors either prevent the information reaching the receiver (student) or distort it so that it ends up as ineffective or mis-communication. You should beware of those factors. These factors must be taken care off during the classroom communication. The following are the factors:

- **Readiness to listen:** The readiness to receive information by the teacher (sender) or student (listener).
- **Information overload:** Students fail to receive and understand too much of information in a single go.
- **Speed of presentation:** The pace of presentation affects the quality of receiving information by students. Speech inaudibility, lack of clarity in speech, unfamiliar accent or pronunciation, etc., hamper communication.
- **Sequence of presentation:** The improper and unorganised sequencing of content can affect the communication.
- **Semantics:** Semantics refers to the use of language without precise meaning and lack of clarity in presentation. Lengthy statements may cause misunderstanding of content.
- **Distancing:** The seating of the students in the classroom must be set properly so that every student can clearly listen to the teacher.
- **Anxiety and fear:** The psychological factors like anxiety, fear, etc. also hinder students in receiving information communicated by the teacher
- **Lack of interest:** Lack of interest and motivation of both students and teachers affect quality of communication
- **External disturbances:** The classroom must be free from all external disturbances such as noise from the nearby market, vehicles, etc.
- **Lack of background information:** This involves student demographic characteristics that impacts communication and learning effectiveness.
- **Lack of interactivity:** Teaching should always be interactive that help students to be active participants of learning
- **Ineffective methods of teaching:** Inappropriate teaching methods, teaching techniques, etc., severely affect communication
- **Lack of teaching aids(or technologies):** Absence or lack of use audio-visual aids during teaching may reduce quality of classroom communication.

### 1.7.6 Effective Classroom Communication

In classroom communication, generally teacher is the sender and students are the receivers. Classroom communication is mostly carried out for delivering the content. So, teachers should have good communication skills so that whatever subject being taught would be understood by the students. Effective communication happens only when the students understands the message as intended by the teacher. Apart from imparting subject knowledge, teachers also play the role of a counsellor, mentor, supporter, facilitator, etc. To perform these roles effectively, teachers require good communication skills.

It is presumed that whatever teacher communicates has to be received and understood by the students/s and then it is effective communication. But this is not true always. Sometimes the communication is ineffective. We have discussed some strategies for effective communication at the end of this Unit (Section 1.9) and are general in nature but are also applicable in classroom communication. Below given are some specific strategies that can followed to make your classroom communication effective.

- Make content meaningful to the students.

- Present content in an interesting manner.
- Organise content according to the age level of the students.
- Properly blend verbal and non-verbal communication.
- Maintain eye contact with the student/s.
- Speak at a moderate pace.
- Develop rapport with the student/s.
- Select appropriate media(or technology)/channel.
- Encourage listening and feedback.
- Avoid communicating in extreme emotional states.
- Make the message lucid and simple.

### 1.7.7 Technologies for Classroom Communication

Communication is very crucial in the teaching-learning process. To make classroom communication effective, you need to plan well in advance. Effective communication happens only when your students receive and understand the content (message) that you convey in the classroom. How do you make your classroom communication effective? In the above sub-section, we have discussed that technology use enhances effectiveness of communication. Technology is used to deliver content in the classroom, connect with students and share information with stakeholders involved teaching-learning across three modes of education that is conventional (face-to-face), open distance learning (or online) and blended learning. Some of the technologies used for communication are as follows:

- **Short Message Service (SMS) and instant messaging:** a way of sending short text messages from one mobile phone to other. SMS are mostly used to communicate content and general information to students.
- **Electronic mail (e-mail):** a method of sending message between people via internet. Through e-mail, both content and general information can be sent to the students.
- **Blog:** blog (short of weblog) is a personal online journal that is frequently updated. The information (or content posted) in blog is displayed in chronological order with the latest post appearing first. Both teachers and students can create their own blogs and post content.
- **Website:** is a page or collection of pages on the internet about a particular subject owned by an individual, company, educational institution, and government, etc. The website serves various purposes. The teachers and educational intuitions can make available the learning content in their website for the benefit of their students.
- **Social media:** are websites and software applications that allows people to communicate and share information, idea, personal message on the internet using computer and mobile devices. Social media can also be used to create networks of like-minded people. Social media use is quite common in education. Some of the popular social media are Facebook, WhatsApp, twitter, etc. Many social media have the facility to create 'groups' wherein which messages in the form of text, audio files, video files, etc., can be posted both by teachers' and students. Such groups are specifically used for teaching-learning and communication.



- **Learning management system (LMS):** is a software application used to plan, manage, and deliver academic programmes. Most of the available LMS platforms have the facilities to upload e-content, conduct e-assessment, hold discussion via discussion forum/chat, e-portfolio, etc., and thereby offer courses/programmes.
- **Online group and discussion forum:** also called web forum or online forum. It is a website or online discussion site to hold discussion on specific topic. Online groups and discussion forum are quite common in education. Students studying in the same class can create an online group to discuss their courses and issues while pursuing the course.
- **Quick response code (QR Code):** is a type of two-dimensional bar code that contains a matrix of dots in white background and provides easy access to information by scanning through mobile devices. The QR technology allows to convert a large video file, e-text etc., into QR code that can be accessed through mobile phones. To create QR code, the QR code generators are used.
- **Digital repository:** are websites for storing and managing digital educational resources or e-content. While open educational resource (OER) repositories store open educational resources (OERs). E-library or digital library is also a repository. Some of the examples of digital repositories are e-gyankosh (IGNOU), NROER (NCERT), Swayamprabha, etc.
- **Teaching-learning app:** app is the short form of application or application software. Apps are specific type of applications (computer programmes) that are designed for single purpose. For example, you may use 'hot potatoes' to develop quiz or test. Or Google classroom to deliver courses to your students. Apps works in desktop, tablet, mobile, etc.
- **Electronic content (e-content):** are digital teaching-learning contents that can be transmitted over computer network such as internet. The e-content includes OERs, e-text, audio-video programme, etc. You can use application softwares (apps) to develop e-content. For example, 'Canva' is a software to develop graphics. Similarly, 'Screencastify' can be used to develop video programmes by recording the screen.
- **Audio or video conference:** is conference conducted using computer networks between two or more participants residing at different locations. Teleconference is the conference that is held through telecommunication networks such as telephone or internet.
- **Podcast/Vodcast:** is an audio file that is available in a series of episodes or parts that can be streamed or downloaded from internet.

As you are aware there are many electronic (or digital) devices which can also be used to communicate information. But we know that digital devices do not work on its own. You need to use application softwares to communicate information through digital devices. Some of the digital devices are as follows:

- **Computer/Laptop:** Computer is an electronic device that perform various functions and provide output. The major components of computer are: Input devices, CPU, Storage devices and Output devices. There are different types of computers like super computer, main frame computer, mini computer and micro computer (desktop, laptop, notebook, palmtop, PDA, tablet, etc.).
- **Tablet:** A tablet computer or tablet PC or simply tablet is a small portable device that serves both the functions of computer and mobile phone. Tablet

has a touch screen to input instructions and output is viewed on the same screen.

- **Television:** Television (shortly known as TV) is an electronic system with display monitor (screen) that receives electronic signals and converts to moving images accompanied by sound. Today, TVs that can display images in 3D are also available. LCD, LED, and android TV are the advanced versions of Television.
- **Radio:** is an electronic equipment that uses radio waves to carry information such as sound. The radio is designed to receive, demodulate, and amplify radio signals that are received from broadcasting stations.
- **Mobile phone:** Mobile phone is a small wireless handled portable device that allow users to make and receive calls and text messages among the other features like accessing internet, playing games, watching videos, capturing photos, locating geographic locations, etc. Mobile phone is also called as wireless phone, cell phone, or smart phone.
- **LCD Projector:** LCD is the short form of Liquid Crystal Display. LCD projector is a projector that work based on liquid crystal display. LCD displays image, data or video on a flat surface or screen. DLP and LED projectors are also used for projection of image, data, and video.
- **Smart Board:** Smart board is the brand name for interactive white board. Smart board is an interactive white board having a white interactive display that react to the users directly or through other electronic devices such as computer, tablet, laptop and other electronic devices.

**Check Your Progress 4**

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) What do you mean by educational communication?

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2) Briefly explain the different approaches to educational communication.

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3) How will you plan for classroom communication? Explain the steps emphasising the general principles followed in classroom communication.

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4) What are the various technologies used for communication?

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### Activities for Practice

- 1) Make a list of technologies that you use for communication. Compare the list with that of your colleagues.
- 2) Explore the latest technologies (apart from those discussed in this Unit) that could be used in teaching-learning process.
- 3) Visit an educational institution. Observe the teaching-learning process of some of the teachers and make a list of strategies (technologies) they use for making classroom communication effective.

## 1.8 SKILLS FOR COMMUNICATION INCLUDING NETIQUETTES

As you might be aware, there are mainly three modes of education: conventional (face-to-face), open distance learning (or online) and blended learning. In all these modes of education teachers and students communicate. This communication may be for delivering the content, clearing student doubts, sharing general information, etc. Apart from delivering the content, teachers also play the role of a counsellor. To perform these roles effectively, teachers need to be good communicator for which they have to make use of various communications skills. Thus, you need to develop understanding about the various communications skills needed to effectively communicate in conventional, open distance learning, and blended learning.

In conventional mode of education, communication and teaching is mostly through oral means. So, you should develop skills to effectively communicate through oral means. With the emergence of technologies, teaching-learning is never restricted to the four walls of classroom. There are different technologies through which teaching-learning process can take place. For example, in flipped classroom technology, teacher presents subject content in the form of video programme and discussions related to that topic are held later. So, for using flipped classroom, you should have skills to present subject content in the form of videos. Open distance learning (or online course) is characterised by the physical absence of teacher and students in the teaching-learning process. In ODL, print (text) or self-learning material (SLM) is the major medium of communication for presenting the content. Along with delivering content, printed materials (text) also communicate information such as details of the programme and courses, instructions and ways to read the text, ways to attempt the assessment questions, carrying out activities mentioned in the course, etc. So, anyone reading a print (text or self-learning material) feels like he/she is sitting inside the classroom and listening to the teacher. So, you must be careful while preparing the print materials and that requires expertise and understanding of various communication skills. In blended learning, characteristics of both face-to-face and open distance learning are combined.

You have understood that specialised skills are required for effectively communicating with the students. And since today technology is used in the teaching-learning process, you also need to develop skills to communicate in a technology-enabled teaching-learning environment. As you know, internet is one of the major mediums used for communication. The e-mails, chats, discussion forums, social networking sites, blogs, SMSs, etc., are some of the tools used for communication. Thus, you need to be aware about the rules and ethics for communicating through technology and specially internet. You must follow certain behaviours and uphold discipline while communicating through online. Those behaviours are referred to as netiquette. Netiquette is the etiquette on internet (or net). **Netiquette is the informal guidelines prepared by the users of internet for online behaviour and interaction.** Netiquette is the blend of common sense, common courtesy and dictates of the computer technology and established by the internet users (Miller, 2001).

Since there are different kinds of online communication, netiquette also differs. For example, e-mail netiquette is the netiquette of e-mail communication. Similarly, there are group netiquette, chat, and instant messaging netiquette. Even though there are different kinds of netiquette, the basic ethics 'respect for each other' is common for technology-enabled communication.

Communication through technologies such as e-mail, chat, group discussion, etc., are common in educational process. Let us discuss some of the general guidelines (netiquettes) that you need to follow while communicating through technologies.

### **General Guidelines (Netiquette) for Online Communication**

- Think before you write and post/sent messages.
- Use clear, concise and proper language.
- Use correct spelling and grammar.
- Avoid using slang terms and texting abbreviations (example 'u' for 'you').
- Use standard fonts and font sizes.
- Avoid using caps lock (this may be interpreted as yelling).
- Limit and avoid use of smileys and emoticons.
- Be cautious while posting confidential and personal information.
- Ask for clarification if you don't understand messages.
- Avoid posting/sending inappropriate content.
- Avoid flames. The act of posting/sending impolite and insensitive message resulting insult or violation of group norms is called flames. Flames create emotional outbursts and reactions and keeps growing like the flames.

### **E-mail netiquette**

- Use salutations and be brief while composing messages.
- Use a meaningful subject heading and avoid using caps (caps mean shouting in cyberspace) letters.
- Redirect inappropriate e-mail. If you have received a message intended for another, inform the sender, or redirect to correct person.
- Make sure to append your signature at the end of the message. Signature should be brief and include necessary information about you.

- Protect the privacy of personal e-mail. The e-mails directed to you must not be sent or seen by a third person.
- Protect privacy of e-mail addresses(recipients). Use To, CC and BCC options carefully.
- Use acronyms and slangs with care. Limit use of emoticons.
- Make sure to send virus free attachments. The attachments sent must also be compatible with the receiver’s system.

### Group netiquette

- Read the Frequently Asked Questions (FAQs) to make yourself understand group rules.
- Introduce yourself before initiating the discussion/conversation.
- Avoid empty messages.
- Refrain from posting unwanted messages and stick to the topic discussed.
- Avoid multiple postings.

### Chat and Instant Messaging netiquette

- Avoid lengthy messages. Break lengthy messages into multiple messages.
- Choose an appropriate name to reveal your identity.
- In group chat, after self-introduction, wait for some time to familiarize yourself the nature and discussion held in the group.
- While entering chat room, greet yourself before the start of discussion. And while leaving chat room, say goodbye.
- Avoid flooding. Flooding is an undesirable behaviour of sending large number of messages in short duration of time.

### Check Your Progress 5

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) What do you mean by the term netiquette?

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2) Explain the netiquette of group communication.

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### Activities for Practice

1) Analyse few e-mails that you had sent and received. Is netiquette followed in both the cases? Prepare report of it.

- 2) Enroll in an online/MOOC programme and make a report on the discussion held in the discussion forum with reference to the group netiquette.

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## 1.9 STRATEGIES FOR EFFECTIVE COMMUNICATION

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We have discussed about barriers to communication in Section 1.5. It may not be always possible for you to completely remove all those barriers. However, with proper planning and special efforts barriers can be minimised. When the barriers are removed communication will be more effective. Some of the strategies for making communication effective are as follows:

- **Clarity of message:** In any type of communication, it is important that the objective of communication is well defined, the level of language is kept simple, brief, and clear. It has been found that most of the complex ideas can be presented in simple language. Short and simple sentences can express an idea completely, coherently, and cogently. Too many conjunctions make a sentence complex and difficult to understand. Proper phrasing, punctuation, emphasis, voice modulation facilitates clarity of message and increases the impact of communication.
- **Reinforcement of ideas:** For clarity of the message, an element of redundancy needs to be introduced. Difficult or technical words and expressions need to be substituted with simpler expressions and words of everyday usage. However, care needs to be taken to see that the message does not become repetitive and boring. The level of students needs to be constantly kept in mind.
- **Appropriate channel:** Depending upon the type and objective of communication, selection of appropriate channel (technology) is crucial for the success of communication. The use of technology also helps to overcome geographical barriers. However, for selecting a particular channel, especially the more expensive one, some questions need to be constantly asked such as why this channel? Is there any specific need? Will it help to meet the objectives of communication? Is it possible to avoid unnecessary investment and so on? Many a time, a simple channel may convey a message more effectively as compared to the more complex ones.
- **Motivation:** Motivation also helps to remove some of the barriers, especially psychological and socio-cultural barriers. The receivers (students) in the communication process need to be encouraged to express their views, opinions, and doubts. Students need to be drawn into the interactive process by persuading them to pose questions. Appreciation of their (receivers) views increases their self-esteem and builds confidence. We will discuss more about 'interactivity in educational communication' in Unit 2 of this Course.
- **Proper environment:** Proper seating arrangements, visibility of the source (teacher) and relatively comfortable environment facilitate communication. This is especially conducive in overcoming some of the physical barriers.
- **Feedback:** Feedback is an integral component of any communication activity. Regular feedback at appropriate levels facilitates understanding of the needs and views of the receivers (students). It helps to bridge the gaps, if any, in the communication approach and improves the process of communication.

### Check Your Progress 6

**Notes:** a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

- 1) What are the strategies that can adopted for making communication effective?

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.....  
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### Activity for Practice

- 1) You might have experienced and identified the factors that hamper your communication during the teaching-learning process. Prepare a list of such barriers and identify strategies to overcome such barriers.

## 1.10 LET US SUM UP

Communication is the sharing of information between sender and receiver. In classroom communication mostly teacher is the sender and students are the receivers. The components of communication are sender, message, channel, noise, receiver, feedback, and noise. There are different types of communication which includes verbal and non-verbal communication. There are also various factors that affect communication, and those factors are also called barriers. You need to be aware of the factors affecting the communication process and therefore the strategies to eliminate those barriers are discussed in this Unit. The concept of educational communication with special emphasis to classroom communication, measures to make classroom communication effective, etc., are also discussed. Today communication through electronic means are also common. You need to follow some ethics while communicating on the internet and that is called netiquette. Keeping that in view, we have discussed about the netiquette. Classroom teaching is either effective or ineffective. For making communication effective, you should communicate clear unambiguous message, select appropriate channel, reinforce ideas, motivate students, and should promote feedback. All these strategies have been discussed in this Unit. This will help you to apply the principles of communication in your day-to-day interaction and education and training.

## 1.11 UNIT END ACTIVITIES

- 1) Explain the concept of communication in the context of education citing an example. Also discuss the changes in the mode of communication with the emergence of technologies both in face-to-face and open and distance learning.
- 2) Observe some of the teachers during their teaching-learning process and identify the dominant mode of communication used by them. Also prepare a report emphasising the advantages of the verbal and non-verbal communication.
- 3) Identify the barriers that you have faced during the communication in both face-to-face and technology-enabled communication. How did you resolve those barriers? Prepare a report.

- 4) Conduct a survey to explore the medium(s) used by students to communicate? In your opinion, what kind of communication is predominately used by students?
- 5) How do you prepare for classroom communication? Is that preparation make your classroom communication effective? If not explain some strategies that you would follow in future for making your classroom communication more effective.
- 6) Prepare a list of technologies that can be used for classroom teaching-learning process and helps in making communication effective.
- 7) Take part in a chat session with your colleagues/students. Analyse the netiquette that is followed in the chat session and prepare a report of it.
- 8) Join an online/MOOC programme and prepare a list of the unacceptable behaviours shown by the peers during the course period in discussion forum. Prepare a report of it emphasising the netiquette followed in the discussion held in the discussion forum.

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## 1.12 REFERENCES AND SUGGESTED READINGS

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## 1.13 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress 1

- 1) Communication can be defined as a process of sharing or exchange of idea, information, knowledge, attitude, or feeling among two or more persons through certain signs and symbols leading to a desired response as intended by the communicator. A teacher delivering lecture is an example.
- 2) The communication process refers to steps followed while sending information from sender to receiver. The steps in communication process are development of idea, encoding, development of message, selection of medium, transmission of message, receiving message, decoding and feedback.

### Check Your Progress 2

- 1) Verbal communication is the expression of ideas with the help of speech sounds or written symbols combined into words and words into sentences that could effectively convey meaning. Non-verbal communication is the process of conveying messages without using words, either spoken or written. Or else the communication between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called non-verbal communication.
- 2) In mass communication, the communicator is separated from the audience in terms of time and place. Communication takes place simultaneously with the help of an electronic device, in which an institution is involved. These electronic devices are known as mass media such as print, radio, television, internet, etc.

### Check Your Progress 3

- 1) Physical barriers, psychological barriers, socio-cultural barriers, linguistic barriers, technical barriers and barriers due to information load.
- 2) Use of simple language, appropriate technology, proper channel, emphasising important concepts, giving feedback, etc.

### Check Your Progress 4

- 1) The communication that happens during teaching-learning (education) or training is considered educational communication. The classroom communication is also educational communication. The educational communication is basically purposive, positive and pragmatic in nature.

## Communication Process

- 2) The different approaches to educational communication are intrapersonal communication, interpersonal communication, group communication, and mass communication.
- 3) The following general principles such as selection of appropriate topic, setting realistic goals, know your students, proper organisation of content, selection of technology, appropriate duration is to be considered while planning for classroom communication.
- 4) Computer, mobile, tablet, learning apps, QR code, social media, etc.

### Check Your Progress 5

- 1) Netiquette is the etiquette on internet (or net). Netiquette is a combination of words network and etiquette and is defined as a rule for acceptable online behaviour. Netiquette is the informal guidelines prepared by the users of internet for online behaviour and interaction.
- 2) Read FAQs, avoid empty message and multiple postings, etc.

### Check Your Progress 6

- 1) Effective communication can be achieved by adopting the following strategies such as improving clarity of message, reinforcement of ideas, using appropriate channel, motivation, and using proper environment and feedback.