



Communication and Presentation Skills for Teachers

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Abstract:

Communication and presentation skills are the fundamental life skills that are required for a greater understanding of information. In many of its way, teaching is communicating and in this sense, good teachers are always good communicators and presenters which through vocally, visually, non-verbally and through written media exchange their knowledge and skills among students. On the other hand, presentation is the practice of showing and explaining the content of a topic to an audience or learner. Communication and presentation play an effective and essential role in running any formal and informal teaching-learning process. These are essential skills that are required for a successful teaching-learning process.

Present paper throws a light on the role of communication and presentation skills in teaching-learning process. It attempts to highlight the various key elements, tools and kind of communication. It also discusses the key communication and presentation skills involved in teaching.

Keywords: *Communication, presentation, skills and teachers*

INTRODUCTION

COMMUNICATION

Communication is the purposeful activity of information/ ideas exchange between two or more participants in order to convey or receive the intended meanings through different signs and symbols. So communication is an important tool for the effective running of classroom teaching or instructions. Communication serves as a means to achieve the goals of a group of people involved in the process of teaching-learning through interactions and activities.

Communication skills are a person's abilities when giving and receiving different kinds of information. Examples are communicating subject knowledge, new ideas, feelings, or even an update to your students. Communication skills involve listening, speaking, observing, and empathizing.

Communication is also helpful to understand the differences of the pupil in how to communicate with different types of students through face-to-face interactions and online teaching/ conversation/ discussion. Teachers should know several things about communication and presentation skills. Because classrooms are set up for the purpose of communicating with effective presentation and not for dictating teachers' ideas to the young and growing minds. Developing communication skills in children is the basic concern of the school and hence teachers must provide ways and means of developing and improving the skills.

In the words of Keizth Devis, ***“Communication is the process of passing information and understanding from one person to another”***.

Communication is the art of transmitting information, ideas, and attitudes from one person to another. Communication is the process of meaningful interaction among human beings. We use our communication skills while reading, writing, speaking, and listening. Almost the whole day is spent in communicating with others. Communications with others is critical. None of our day to day activities whether personal or professional can be completed without communicating. We keep communicating may be verbally or through writing to our friends, family members or professional colleagues.

Derived from the Latin word "*communis*", meaning to share. Communication requires a sender, a message, and a recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender.

Communication can be defined in many ways. In simple terms communication is:

- Information transmitted.
- A verbal or nonverbal message.
- A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

Key Elements in Communication

There are three key elements in the communication process, which we will refer to throughout our discussion of interpersonal communication. They are:

- You
- Your audience
- Your message

YOU bring professional experience and education and training to the communication process. You have earned credibility with your employees, your board members, the public, the media, and your fellow workers. In order to be an effective communicator, you need to know who your AUDIENCE is. If your audience is a highway crew, then you can talk effectively about graders, alligator cracks, rutting, and pavement deflection. If your audience is the public or your board members, you need to switch from transportation jargon to "plain English." The principles of effective interpersonal communication are the same whether your "audience" is one person, ten people, or one thousand.

The MESSAGE element is equally important. What do you want to say? What is the best way to communicate the message? There is a basic rule used by journalists for writing a newspaper story that can help you focus your message. A well-written story should contain the who, what, when, where, why, and how of the story in the first paragraph or two. If it does not, it will not hold our attention.

The same principle applies to your message in the process of interpersonal communication. If you do not let your audience know quickly the who, what, when, where, why, and how of your message, you risk their losing interest, being inattentive, and tuning out.

Therefore, whether spoken or unspoken, messages should contain most of these elements:

- Who
- What
- When
- Where
- Why
- How

Communication Tools

There are four basic communication tools:

- **Listening**
- **Speaking**
- . **Reading**
- . **Writing**

All four of these basic tools can be learned and improved. First, you must want to improve your communication skills. Next, you must understand them, and recognize their importance in the communication process. Then, you need to learn some new skills. Finally, you must practice good skills to become a better, more effective communicator.

At an early age we begin to learn to speak, early enough that it is difficult to remember the process. However, most of us can recall learning to read and write. These are skills we learn from parents and teachers. We spend most of our communication time listening. Yet, listening is a skill we are not taught, unlike writing, reading, and speaking. Probably, listening is the most important communication skill we can develop.

KINDS OF COMMUNICATION

Oral Communication

In oral communication both the parties are involve i.e. sender and receiver exchange their ideas through oral words either in face to face communication or through electronic devices like Telephone, easy communication etc.

Oral communication is the ability to explain and present your ideas in clear English, to diverse audiences. This includes the ability to tailor your delivery to a given audience, using appropriate styles and approaches, and an understanding of the importance of non-verbal cues in oral communication. Oral communication requires the background skills of presenting, audience awareness, critical listening and body language.

Ways to Improve Oral Communication Skill

1. Read more
2. Think about the words
3. Prepare (if you can)
4. Listen and be interested
5. Be aware of non-verbal communication traps
6. Honesty is the best policy
7. Show and seek some understanding
8. Think about perspectives
9. Develop your skills

Key Oral Communication Skill

For oral communication to be effective we need to have a

1. Clear speaking voice,
2. Good pronunciation and
3. Have the ability to adequately convey your meaning.

4. Non verbal communication skills, such as posture and body language, also play an important role in effective oral communication.

How to keep the 'VOICE' in Oral Communication?

Using an appropriate volume level when speaking is required for effective communication. You should use a volume and loudness level that is appropriate to the situation.

For example

1. If you are standing next to someone you are speaking with, it is obviously inappropriate to shout in order to be heard.
2. If you are speaking to a large group of people, it is important that everyone is able to hear you. Everyone should be able to understand what you are saying without straining their ears or similarly, without getting irritated because you are speaking too loudly

Using the appropriate intonation and tempo also helps to convey your message. For example, if you want to convey extra emphasis to an important word, you might speak more slowly and emphatically.

Written Communication

Written communication is the ability to write effectively in a range of contexts and for a variety of different audiences and purposes, with a command of the English language. This includes the Without the use of coherent labels, through the use of body language, gestures, facial expression and tone of voice, and also the use of pictures, icons and symbols. Non-verbal communication ability to tailor your writing to a given audience, using appropriate styles and approaches. It also encompasses electronic communication such as SMS, email, discussion boards, chat rooms and instant messaging. Written communication requires background skills such as academic writing, revision and editing, critical reading and presentation of data.

PRESENTATION SKILLS

Presentation skills can be defined as a set of abilities that enable a person/ teacher to: interact with the pupils; transmit the messages with clarity; engage the pupil in the presentation or teaching, and interpret and understand the mindsets of the pupils. These skills refine the way you put forward your messages and enhance your presentation skills. In the present era of the teaching-learning process great emphasis on good presentation skills. This is because presentation skills play an important role in the teaching-learning process with good presentation skills are better able to communicate the subject matter.

Presentation skills includes not only, aspects relating to non-verbal skills, etiquette and grooming But also other factors such as listening and speaking.

KEY PRESENTATION SKILL

Presenting the ideas through a presentation is a very important. Here are 5 areas of your presentation, focusing on which will improve your skill as a presenter almost immediately

1. Keep the Focus

- i. Don't keep the people guessing what the session is about, outline the objectives right at the beginning.
- ii. Clearly state WIIFM (What's in it for me) from the point of view of your listeners.
- iii. Use appropriate diagrams, graphs, charts etc. to clarify difficult points. Do not solely rely on your verbal descriptions.
- iv. Make a clear plan with time lines for the session, so you do not lose focus or direction.
- v. Limit unrelated discussions during the presentation by those topics after the session is over (commit only if enough people are interested).

2. Manage your Speech

- i. Clarify right at the beginning of the session which language is preferable for the audience (in case of bilingual audience)
- ii. Check with the participants sitting in the farthest corner if you are clearly audible.
- iii. Keep your voice loud enough so it doesn't sound weak, but low enough so it doesn't sound too bossy. Video yourself to understand the correct volume for your voice (usually 7-8 decibels is accepted as optimum level).
- iv. People will connect almost immediately with you if you show emotions in your voice. Use inflections and changes in pitch to add meaning to your words. Vary your volume and pace to get people interested. Record yourself to verify how well you are doing. Speak a little slower than you speak in normal circumstances. Pace your speech so that each word is separately audible.
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3. Master your Energy

- i. A presenter who does not exude energy fails to inspire the audience. Be the powerhouse of the group, even if you have to fake it!
- ii. Keep the energy quotient high in participants by involving them in activities and discussions.
- iii. Body should move naturally. Fidgeting does not qualify as energetic body language!
- iv. You do not have to move around the room to get attention. Use your energy well by creating magic in the area you feel comfortable in. Just make sure your comfort zone is not too close to one of the participants.

4. Use your Eyes Well

- i. Keep eye contact with participants. Try to make eye contact with as many people as possible, but do not make it like a robot. Keep it natural. By that it means between 1 to 5 seconds, never just for fraction of a second.
- ii. Do not write on the board, read notes or slides while speaking, this not only breaks the eye contact, it reflect poorly on your preparation.
- iii. When someone asks a question, start and finish your answer looking at him/her. But do not maintain the eye contact throughout. Look at other people while answering the question.

Preparation

- i. Never go in for a teaching unprepared!
- ii. Prepare an outline of the training or small notes, the size of a visiting card. So you can take help if you get stuck. Write just the keywords in bold letter on those for quick reading.
- iii. Learn small pieces by heart which should not be improvised. For e.g. some statistics, theme for visualization exercise etc. But that's it! Practice what you are going to say, but do not learn verbatim.

Everyone uses interpersonal communication skills. We use them at home with our families, in the workplace with our bosses and coworkers, on our computers when we answer email, and on the telephone when we order pizza. This manual is intended to help you improve your interpersonal communication skills and develop new skills to become a more effective communicator.

Interpersonal communication applies to all of our relationships, personal and business. Others respect or reject us based on our interpersonal communication skills. People send us messages in every interpersonal communication encounter. Those messages can be explicit (verbal comments) or implicit (nonverbal facial expressions, other body language, and physical space).

Non Verbal Communication Involved in Presentation

Non-verbal communication is the ability to enhance the expression of ideas and concepts requires background skills such as audience awareness, personal presentation and body language.

1. Behavior

Behavior and attitude operate together for most people. Our attitudes lead us to certain behavior. If we have positive attitudes we tend to act positively, see options, and seek solutions to problems. If we have negative attitudes we may often feel defeated, assume the worst outcomes, and give up without exploring alternatives. Public officials, teachers, supervisors, parents, and even fellow workers can be role models. We learn from our role models. These are people whose behavior we choose to copy because we value what they do and how they do it. We learn how to be a supervisor from those supervisors we have had. We learn to be parents from our own.

2. Body Language

Our own behavior can affect those around us. We try to draw impressions of people, and they of us, by observing both their verbal and non-verbal behavior. We communicate a lot without saying a word. It is estimated that over 75 percent of the messages we deliver are communicated non-verbally. We express ourselves using what is known as body language.

Body language can be as simple as a frown on your face, a smile, crossing your arms, or tapping your pen on a desk. Some convey hostility, others show open friendliness.

Body language includes our gestures, facial expressions, dress, and grooming style. Researchers have documented some non-verbal expressions common to all cultures. However, cultures show these common expressions in different ways.

These common expressions are:

- Joy
- Sorrow
- Fear
- Anger
- Surprise

CONCLUSION:

At Last repeat your main points of your presentation. To take the feedback from the audience or begin with “Let’s review the main points we have covered ” .At last conclude the presentation. Your conclusion should accomplish two things: summarize the major points covered in the body of the presentation (post-organizing) and provide a sense of closure. One effective method for providing a sense of Closure is by having the conclusion refer back to the introduction.

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