A REVIEW Of EDUCATIONAL COMMUNICATION MODEL   A PRACTICAL TEACHING IN THE THAI CLASSROOM GUIDE

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Abstract

Educational communication is a process of exchange of facts, ideas, opinions, and means that individuals or organizations share the meaning and understanding with one another. There is a significant relationship between classroom communication and students' learning outcomes. The learning process itself is a part of the communicative process; it is a two-way interaction. Therefore, effective communication between the teacher and students is necessary for academic achievement in multicultural communication generation. . In summary, The Educational Communication Model involves a process where teachers (sources) establish objectives (encoding), create messages to teach skills necessary to achieve objectives, send these messages through suitable channels to students (receivers) who provide feedback that affect to learning innovation and effective communication is a part of effective teaching. The practical teacher can accurately identify students needs, addressing those needs at the appropriate level, and create a relaxed learning environment where open discussion is possible and welcome. There is higher success rate in learning outcomes.

Keywords: The Educational Communication Model, Learning and Teaching in Thailand, Communication in the Thai classroom, Intercultural communication Learning Innovation and Technology

บทคัดย่อ

การสื่อสารเพื่อการศึกษาคือกระบวนการแลกเปลี่ยนข้อเท็จจริง ความคิดเห็นและวิธีการเรียนรู้ ซึ่งบุคคลหรือองค์กรมีส่วนร่วมในการแลกเปลี่ยนเรียนรู้ซึ่งกันและกัน อย่างไรก็ตามความสัมพันธ์ระหว่างการสื่อสารในห้องเรียนและผลสัมฤทธิ์ทางการเรียนของผู้เรียนนั้นมีความเกี่ยวข้องกันอย่างมีนัยสำคัญ ซึ่งบทความนี้นำเสนอวิธีการปรับใช้กระบวนการเรียนรู้และการเรียนการสอนเพื่อให้เกิดการสื่อสารโต้ตอบแบบสองทาง ซึ่งจะส่งผลดีกับผู้เรียนและกระบวนการเรียนการสอนได้อย่างมีประสิทธิภาพ ซึ่งแน่นอนว่าไม่สามารถสรุปได้ว่าความสำเร็จของการเรียนรู้มาจากการสื่อสารทั้งหมด แต่ต้องยอมรับว่าการสื่อสารที่มีประสิทธิภาพนั้นมีส่วนอย่างมากในการสร้างความสำเร็จในการเรียนรู้ โดยรูปแบบการสื่อสารเพื่อการเรียนรู้ (The   Educational Communication Model): เป็นตัวอย่างรูปแบบกระบวนการการสื่อสารเพื่อการเรียนรู้ที่ประสบความสำเร็จระหว่างผู้สอนและผู้เรียน ซึ่งนับว่าเป็นเงื่อนไขสำคัญที่ส่งผลโดยตรงต่อผลสัมฤทธิ์ทางการเรียนของผู้เรียน ในยุคที่มีความหลายหลายทางวัฒนธรรมและมีความแตกต่างกันระหว่างบุคคล ซึ่งจะทำให้ผู้สอนสามารถบริหารจัดการการเรียนการสอน โดยทราบถึงความต้องการของผู้เรียน ทำให้ผู้สอนสามารถสอนได้อย่างเหมาะสมและสร้างบรรยากาศที่ดีในการแลกเปลี่ยนเรียนรู้ โดยบทความนี้จะเป็นการ

นำเสนอรูปแบบการสื่อสารเพื่อการเรียนรู้ที่ประกอบด้วยครูผู้สอน (sources) การสื่อสาร (encoding) และผู้เรียน (receivers) โดยเป็นการสรุปและเสนอแนะการสื่อสารในห้องเรียนให้กับผู้สอนโดยเน้นกระบวนทางนวัตกรรมการเรียนรู้

คำสำคัญ: รูปแบบการสื่อสารเพื่อการเรียนรู้ การเรียนการสอนในประเทศไทย, การสื่อสารในห้องเรียน, การสื่อสารข้าม
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Introduction

To review an effective teaching communication in the Thai classroom, we begin with a practical approach, but essential stipulation. Student learning is the goal, the object of all instruction. Teachers and trainers are means to this end. Also, teaching performance is critical to successful student learning, but you must always recognize your ultimate classroom function requires you to persuade students to study and learn. Teaching and training can only be assessed by observing student behavior. Brilliant educators realize the need to develop appropriate instructional strategies. However, they always focus on what students learn. This focus demands agonizing and frequent personal reappraisal, but this reassessment produces better techniques to achieve student learning.

The basic requirements for teaching and training emerge as deceptively simple throughout the world. The crucial affairs of the classroom, of course, are complex and challenging, but the essential requirements for teaching and training are relatively easy to identify. For a teacher and trainer to efficiently instruct classes, there are three primary facts to consider. First, a piece of knowledge; facts, figures, the content of subject matter. Second, an application; the ability to apply the knowledge in unique circumstances. Third, a communication; the translation of knowledge and application into messages students receive, understand, and remember. These are requirements for the foundation of pedagogy throughout the world - Thailand is no exception in this respect. These three primary facts are necessary components, and communication emerges as the most critical skill for teachers whether in Thailand or other parts of the world.

Knowledge is a content or subject matter to be taught. Teachers are undoubtedly an expert in a discipline. Knowledge consists of understanding of the material, the facts, figures, opinions of qualified sources, the history of teacher field of study, and the curriculum associated with subject matter. The knowledge of the teacher forms the foundation of what students should learn along with practical instruction and student learning. Application involves taking teacher knowledge and relating it to unique and distinctive areas students need to know and understand. Application of knowledge pertains to the creation of components and units for students to learn. Teacher knowledge must be applied to conditions students find exciting, interesting, and worthwhile. To apply the knowledge, you must be aware of the audience, students in the classroom. The teacher must adapt knowledge and apply it to the students' interests for teacher application to result in practical education, and teacher must relate your knowledge to the group teaches.

Therefore, the most important one in the three primary facts is communication. It is the most critical of assets. Teachers must translate knowledge and application into messages that cause students to receive, understand, and remember the material. Knowledge cannot be generated without communication. Additional knowledge and application skills will not substantially improve the pedagogical abilities. A familiarity and sensitivity to

communication skills will, however, result in increasing skill in the Thai classroom, a condition causing increased student learning and, more importantly, a corresponding increase in the students' joy of learning. Communication skills enable teachers to inspire students for life-long learning (McCroskey, Richmond, and McCroskey, 2006).

Review of the Literature

Models of communication refers to the conceptual model used to explain the human communication process. The first major model for communication came in 1949 by Claude Elwood Shannon and Warren Weaver for Bell Laboratories. Following the basic concept, communication is the process of sending and receiving messages or transferring information from one part (sender) to another (receiver).

Shannon and Weaver. The original model was designed to mirror the functioning of radio and telephone technologies. Their initial model consisted of three primary parts: sender, channel, and receiver. The sender was the part of a telephone a person spoke into, the channel was the telephone itself, and the receiver was the part of the phone where one could hear the other person. Shannon and Weaver also recognized that often there is static that interferes with one listening to a telephone conversation, which they deemed noise. The noise could also mean the absence of signal. In a simple model, often referred to as the transmission model or standard view of communication, information or content (e.g. a message in natural language) is sent in some form (as spoken language) from an emisor/ sender/ encoder to a destination/ receiver/ decoder. This common conception of communication views communication as a means of sending and receiving information. The strengths of this model are simplicity, generality, and quantifiability.

David Berlo (1960) expanded on Shannon and Weaver's (1949) linear model of communication and created the SMCR Model of Communication. The Sender-Message-Channel-Receiver Model of communication separated the model into clear parts and has been expanded upon by other scholars.

Barnlund (2008) proposed a transactional model of communication. The basic premise of the transactional model of communication is that individuals are simultaneously engaging in the sending and receiving of messages. In a slightly more complex form a sender and a receiver are linked reciprocally. This second attitude of communication, referred to as the constitutive model or constructionist view, focuses on how an individual communicates as the determining factor of the way the message will be interpreted. Communication is viewed as a conduit; a passage in which information travels from one individual to another and this information becomes separate from the communication itself. A particular instance of communication is called a speech act. The sender's personal filters and the receiver's personal filters may vary depending upon different regional traditions, cultures, or gender; which may alter the intended meaning of message contents. In the presence of "communication noise" on the transmission channel (air, in this case), reception and decoding of content may be faulty, and thus the speech act may not achieve the desired effect.

Communication cycle. The first major model for communication came in 1949 by Claude Shannon and Warren Weaver for Bell Laboratories. The original model was designed to mirror the functioning of radio and telephone technologies. Their initial model consisted of three primary parts: sender, channel, and receiver. The sender was the part of a telephone a person spoke into, the channel was the telephone itself, and the

receiver was the part of the phone where one could hear the other person. Shannon and Weaver also recognized that often there is static that interferes with one listening to a telephone conversation, which they deemed noise. In a simple model, often referred to as the transmission model or standard view of communication, information or content (e.g. a message in natural language) is sent in some form (as spoken language) from an emisor/ sender/ encoder to a destination/ receiver/ decoder. This common conception of communication simply views communication as a means of sending and receiving information. The strengths of this model are simplicity, generality, and quantifiability. Social scientists Claude Shannon and Warren Weaver structured this model based on the following elements: An information source, which produces a message. A transmitter, which encodes the message into signals. A channel, to which signals are adapted for transmission. A receiver, which 'decodes' (reconstructs) the message from the signal. A destination, where the message arrives. Shannon and Weaver argued that there were three levels of problems for communication within this theory. The technical problem: how accurately can the message be transmitted? The semantic problem: how precisely is the meaning 'conveyed'? The effectiveness problem: how effectively does the received meaning affect behavior? Daniel Chandler critiques the transmission model by stating: It assumes communicators are isolated individuals. No allowance for differing purposes. No allowance for differing interpretations. No allowance for unequal power relations. No allowance for situational contexts.

Teacher Effectiveness in the Thai classroom

The term "teacher effectiveness" has been debated for years by educators. While various definitions exist, they do point to one significant agreement. Students exposed to ineffective teachers learn and achieve significantly less than students blessed with competent teachers. A simple definition, but more than adequate for our purposes, see effective teachers as those who have the knowledge and ability to apply that knowledge to attain appropriate pedagogical goals from their students. The attainment of goals, of course, requires teacher intentional communication competence. Teacher degree of effectiveness in the Thai classroom depends on the ability to provide the students with skills necessary to attain your stated instructional goals. Effective teachers consistently achieve the goals directly related to student learning, and the attainment of these goals absolutely requires effective teacher communication skills. (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, and Wittrock, 2001).

Teachers will have a profound impact on students. Think back to old school days and recall the favorite teachers. These were the educators who made a huge difference in your life, teachers who influenced students to pursue a particular career or teachers who created a special interest in a subject area. Just as these teachers affected you, so will teacher impact Thai students. Notwithstanding the technological innovations so apparent in contemporary education, the preferred method of teaching still involves student-teacher interaction. For that reason, you must possess excellent communication skills to be effective in your classroom (Samran Phondee, 2016).

Also, if foreigner as a teacher in Thailand, many Thais will believe unfamiliar with Thai language, culture, and behavior. The mastery of appropriate communication skills in the classroom, foreigner teacher

must also become familiar with intercultural communication skills to have the most significant impact on your students' enjoyment of learning. According to Van der Zee and Van Oudenhoven (2001), there are five dimensions of intercultural effectiveness. First, cultural empathy: the ability to be appreciative of the behaviors of people with a different cultural background. Second, open-mindedness: unprejudiced attitudes toward groups and individuals of different cultural values. Third, emotional stability: the ability to remain calm versus showing strong emotional reactions in stressful circumstances. Fourth, social initiative: approaching social interactions in an active way. Fifth, flexibility: adapting to new and unknown situations by adopting individual behavior to the unique context of a culturally different interaction. Foreigner teacher must develop these five characteristics in order to gain cooperation with your Thai students and colleagues.

Lesson plans: The means of education

The importance of planning for any important endeavor cannot be understated. Through the development of goals and procedures to attain those goals, people can anticipate their behavior and determine their success. Planning identifies the appropriate criteria for achievement in any field. As with any important endeavor, planning contributes mightily to educational success. Some Thai schools require teachers to file their lesson plans in advance. Even if your school or organization does not call for plans, you should nonetheless create them for your personal use. The lesson plan helps you understand student progress and also enables you to adjust your teaching style to meet specific progress and lack of progress conditions. In short, lesson plans are needed to schedule specific topics and curricula as well as to assist you in determining your degree of success as a teacher or trainer (Gravois, 2005).

To elaborate on the various aspects of the lesson plan, Flannery (1995) describes a Four-Step Method of Instruction. The first step, the Preparation phase, should be designed to attract student attention, create their curiosity and interest, and stimulate them to learn. This phase can be called the "selling" portion of the learning plan where the teacher convinces students of the lesson's value by asking questions, citing examples, relating personal experiences, and showing the benefits of learning the material. The second step, the Presentation phase, contains information about how the lesson is broken down into various teachable and learnable segments. This phase also includes information about visual aids, demonstrations, key points to be emphasized, and supplemental materials. The third step, the application, requires students to perform the skills taught with the instructor correcting errors and reinforcing accuracy. Evaluation, the final phase, enables the assessment of student outcomes by having students perform various tasks. The teacher or trainer asks questions of the students during this phase and also may conduct appropriate testing and examinations.

The preparation and planning process is necessary and crucial for effective teaching. Teachers, as do all professionals, practice and get ready for their various activities. Students learn more from organized teachers with specific behavioral objectives. You can improve your teaching effectiveness and your students' learning by following Flannery's (1995) Four-step Method of Instruction and implementing the suggestions Vargas (2009) makes for lesson plans.

Thai and western communication differences

The ability to effectively interact with each other has emerged as the most critical challenge of the 21st century. Our collective responsibility involves the development of effective interpersonal communication to ensure the love of learning. Thai culture requires significant adjustment for the teacher and trainer. The Thai cultural values influence profoundly the learning style of Thai students. You are likely to find students reluctant to express their opinions. They prefer a more passive style of learning than that of the West. Thai students also display considerable respect and admiration for their teachers. Unlike the West, Thai students typically do not take the initiative in learning. They would rather wait for the teacher to give instructions. You must beware of judging the behavior of the Thai students by Western standards.

While these admonitions may seem plain and simple, your classroom communication in Thailand takes place in the amazingly complex Thai cultural milieu. The Geert Hofstede (2005), commented that culture is to humans as water is to fish; it is only important when you are out of it. Thai cultural values are maximally different from typical Western cultural values to which have been accustomed. Consequently, general information about Thai culture and communication is necessary to prepare for life as a Thai ajarn (teacher). Information about the Thai cultural values will assist you in adjusting to the amazingly complex Thai milieu, both in and out of the classroom.

In summary, Thai and Western communication behaviors are maximally different. Thais form a high-context, collective society. Most Western cultures are just the opposite, low-context and individualistic. Thais tend to be concerned about social relationships, while Westerners seek social recognition. Westerners view silence negatively, but Thais see silence as a valuable method of communicating a wide variety of phenomena. Greater emphasis is placed on nonverbal cues in Thailand than in the West where the verbal message carries most of the information. Thai society hierarchically arranges itself, whereas most Western cultures are arranged in a linear fashion showing the preference for low power distance. Of all these differences, the most profound you will experience in the Thai classroom involves student behaviors consistent with the high-context, corporate Thai culture.

Communication in the Thai classroom

Thai students are brought up to display politeness and respectful behavior, a universal characteristic of Thai culture. These same traits emerge in the Thai classroom. Teachers are considered to be in among the most valued and respected members of Thai society.

Thai teachers are respected and admired as high status, important members of society. As such, remember that your professional reputation follows you wherever you go in Thailand. Always respect your organization and do not speak poorly about anyone. Develop your source credibility through careful class preparation and avoid aggressive behavior. Never display anger in public settings. Effective teachers in Thailand care for their students but provide genuine help to enable students to achieve their learning goals and

objectives. You can be tough, but you must be polite. Display good will, be responsive to your students and have fun (Gudykunst, and Kim, 1992).

A Model of Educational Communication

Before defining communication, it is essential to consider why people communicate. If teacher ponders this query for a moment, a teacher will most certainly conclude that we most often communicate intentionally to effect; we want a response. Human beings do not initiate interpersonal communication unless they want something from the other person or persons. Of course, unintentional communication frequently occurs, but the teaching process emphasizes intentional communication. Teachers seek responses from their students demonstrating learning, feedback used to evaluate and adjust pedagogical communication. Students also use communication to receive responses from teachers. They may want clarification, more explanation, or less work, but they want something. Human communication is manipulation. Teacher understanding and mastery of instructional communication will enable you to be just that: an influential and successful educator (Baumgart and Halse, 1999).

For purposes of communication in the classroom refers to a source encoding messages sent through channels where they are decoded by a receiver which supplies feedback. The entire process occurs in an environment filled with noise. An Educational Communication Model as shown in figure 1.
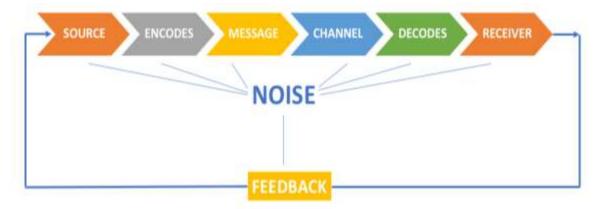

Figure.1 Educational Communication Model

The "source" in the model typically refers to the teacher or trainer, but students also generate messages. A source is the origin of the message and, before actually teaching, teachers must prepare the goals and objectives for specific instruction and select carefully the measurable outcomes by which student success can be determined. The teacher must clearly understand what the student is expected to learn.

The "Encoding" refers to the ability to translate. Teachers arouse meaning in their students through the creation of messages, both verbal and nonverbal. Once teachers determine the specific goals for the instruction at hand, then they prepare messages designed to arouse the appropriate meaning in the students necessary for the achievement of the goals. The encoding process does not enable the teacher to transmit meaning to the students. Preferably, the teacher transmits information, symbols that should result in student understanding. Misunderstood messages fail to contribute to meeting the instructional goals. Therefore, the

teacher's encoding process must be adapted or translated to meet the students' needs, a formidable challenge in the intercultural setting.

The "Message" component of the communication model consists of the verbal and nonverbal behaviors intended to stimulate receiver meaning. While the teacher's verbal message receives the most preparation and concern, a multitude of nonverbal cues also influences student learning. Remember, Thailand is the "Land of Smile," and instruction must be conducted in a friendly fashion. Smiles, a tone of voice, teacher dress, time, touch, eye contact, and use of space all contribute heavily to the classroom communication environment.

The "Channel" designates the means through which messages travel from the source to the receiver. In the classroom, the human senses form the basis for the channel. Teachers assign reading, give lectures, and provide consulting. Each of these activities involves varying human senses. Effective teachers include a multitude of acoustic devices to maintain student interest. Multiple channels increase student involvement and contributions to the students' long-term retention of instruction.

The "Decoding" portion of the model refers to the interpretation of messages received. Since we do not transmit meaning, the primary hope is that the message encoded will be similar to the message decoded. Of course, occasionally students decode unintended messages, usually nonverbal cues. Effective teachers focus on intended messages and carefully create a consciousness of the potential unintended cues capable of influencing students.

The "Receivers" consist of the audience for whom sources create messages, in your case the students. Messages are seen and heard by students to interpret what they perceive the teacher meant. Student receivers also evaluate messages regarding their meaning. Negatively evaluated messages do not contribute to learning. An effective teacher focuses on the students' behavioral responses to determine whether the instructional goal has been met.

The "Feedback" can be defined as the students' responses to the teacher's message. Since we communicate with intent to effect, the feedback determines the degree to which the teacher succeeds in teaching.

The final component of the Educational communication model, "Noise," designates any interference in the process. Noise is inevitable. Noise consists of not only sound but other hindrances to the process. A loud stereo or sounds from a construction site make decoding challenging, but fatigue, hunger, and daydreaming also interfere with effective communication. One of our colleagues, for example, loathes teaching in the afternoon because students often become lethargic after lunch. Teachers can contribute to noise by inadequate preparation leading the students to believe that the material is unimportant or trivial. Once the instructional goals and objectives are established, redundant messages sent through multiple channels assist in the management of noise. Noise must be dealt with by increased teacher dynamism and enthusiasm to overcome the distractions and make

learning possible. Redundant messages will assist you in dealing with noise. Approach the topic under discussion from a variety of points of view with an equal variety of messages (Knutson, 2004).

Conclusions

In summary, instructional communication involves a process where teachers (sources) establish objectives (encoding), create messages to teach skills necessary to achieve objectives, send these messages through proper channels to students (receivers) who provide feedback. Notice that the instructional communication process is circular or transitive with participants behaving as sources and receivers simultaneously. Assiduous observation of feedback, probably the most crucial element of the model, contributes most heavily to successful instruction. Finally, all of the instructional communication elements function in an environment bundled with noise, distractions, and disturbances to understanding and meaning. While noise can never be eliminated, it can be managed through redundant messages and dynamic teacher presentation.

Acknowledgements

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