

Different approaches to classroom communication

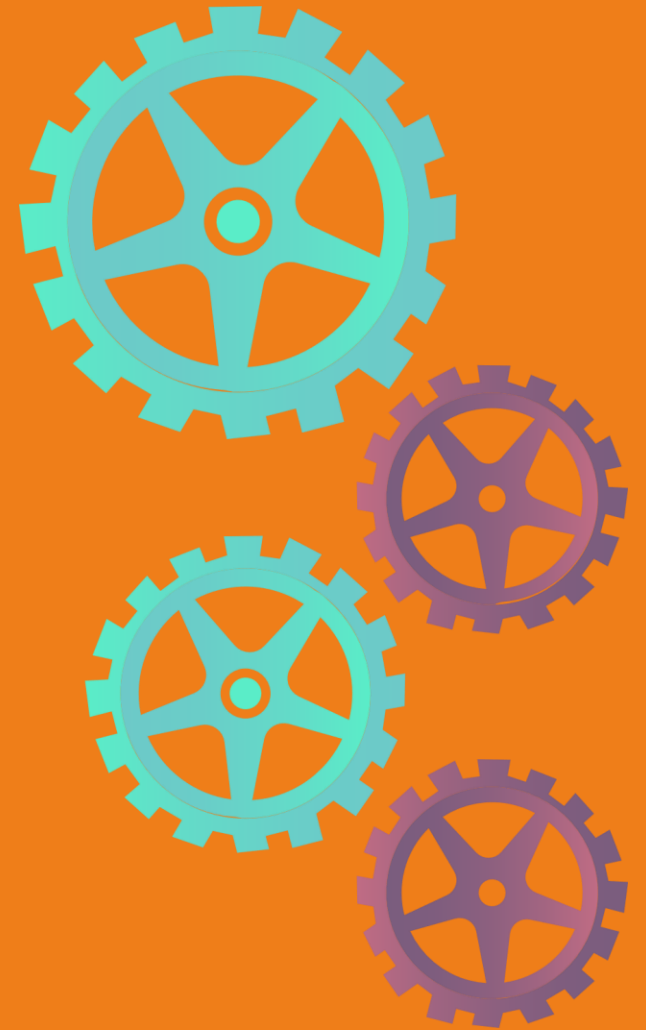
Communicative styles in teaching

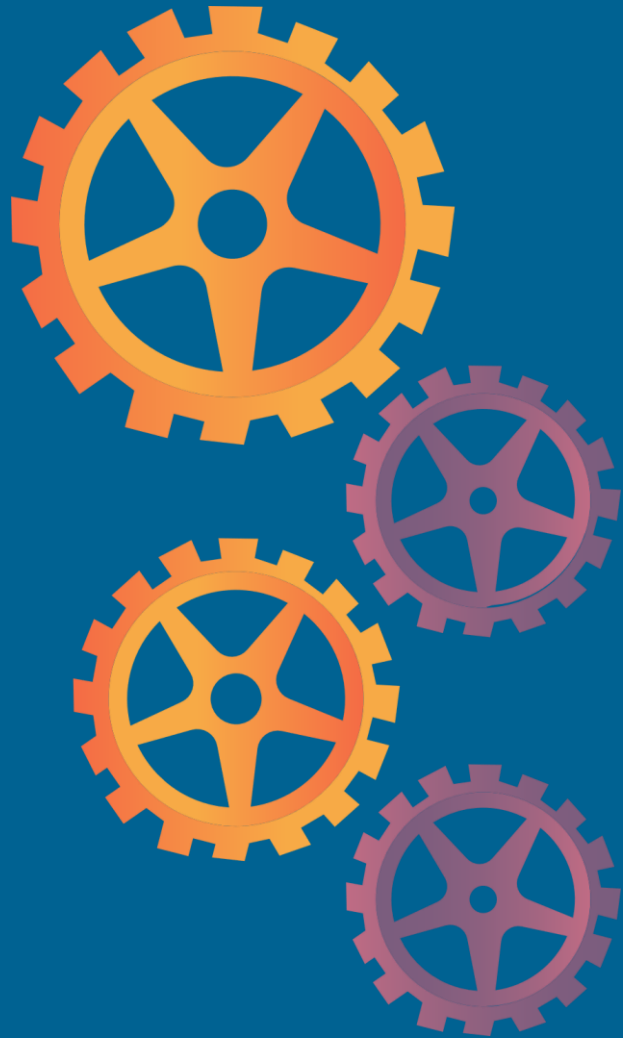
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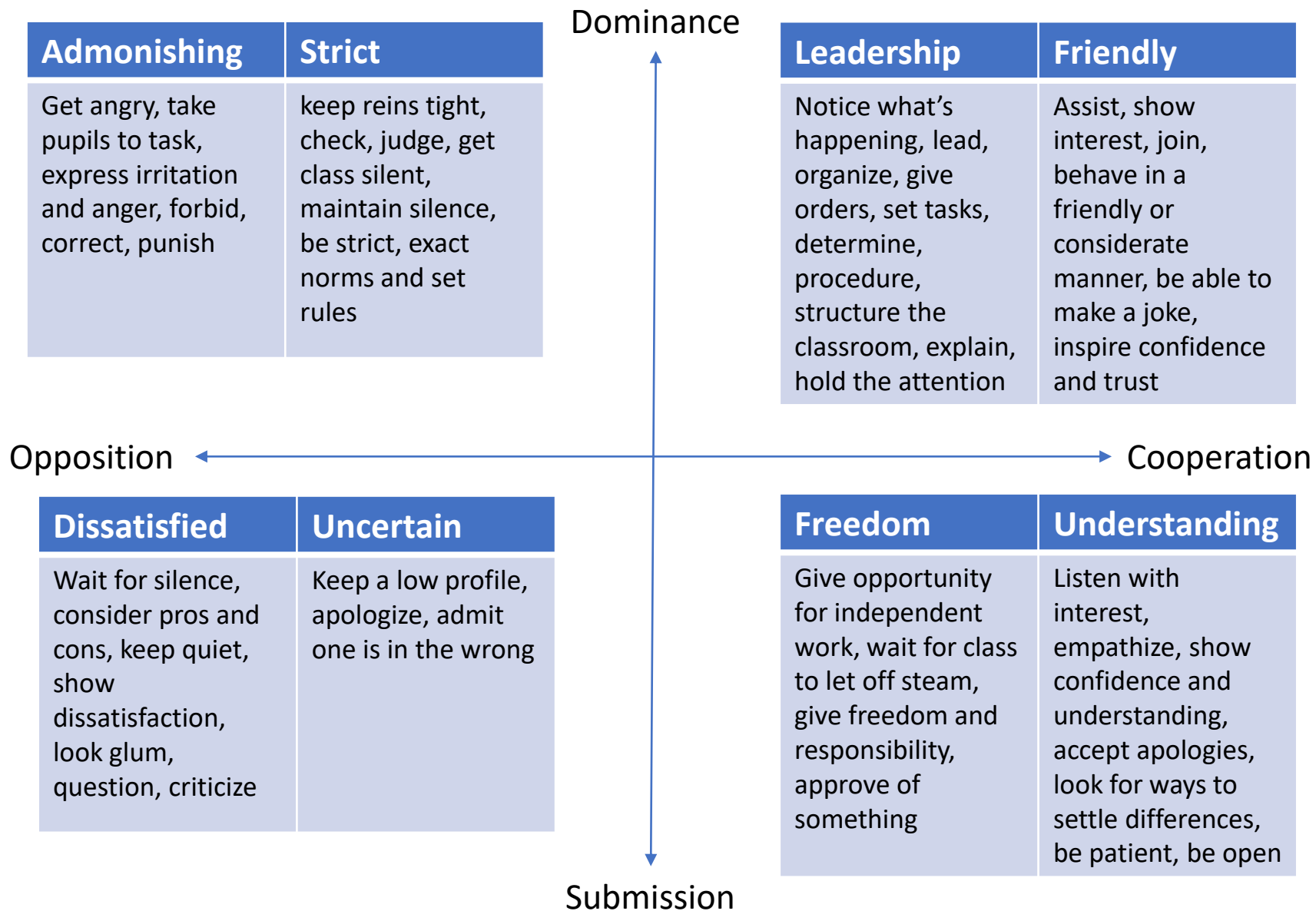


Communicative styles in teaching

The most frequent communication styles addressed within literature refer to Sherman classification: aggressive, passive and assertive. A general definition and differentiation was provided in previous units.

To deepen the communication styles related to teaching, it would be more effective to consider how teachers interact with students on the basis of a continuum of dimensions, rather than strict and opposite features.

Interpersonal Teacher communication

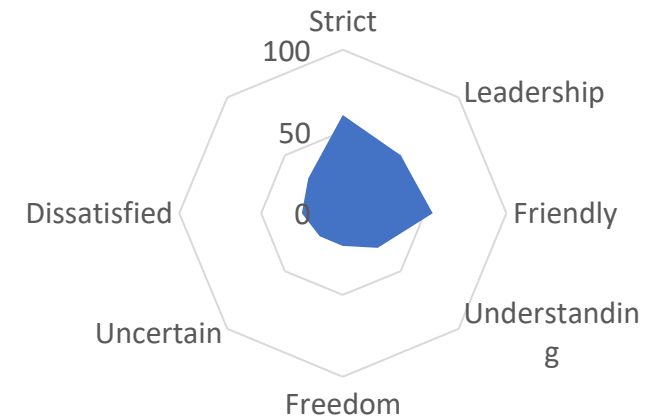


Communication typologies (1)

From the combination of overall variables (Opposition, Cooperation, Submission, Dominance) 8 communication typologies can be drawn (Wubbels & Brekelmans, 2012).

Directive

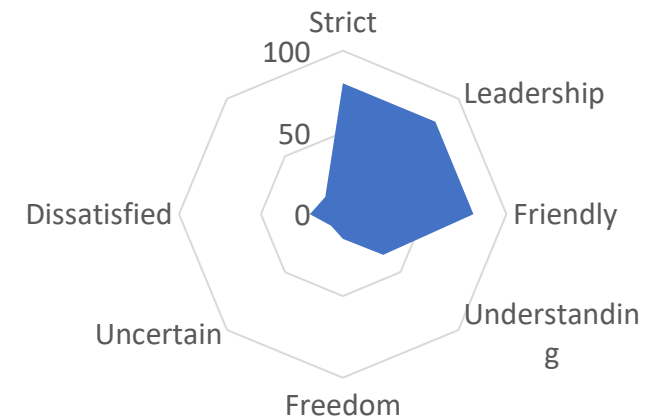
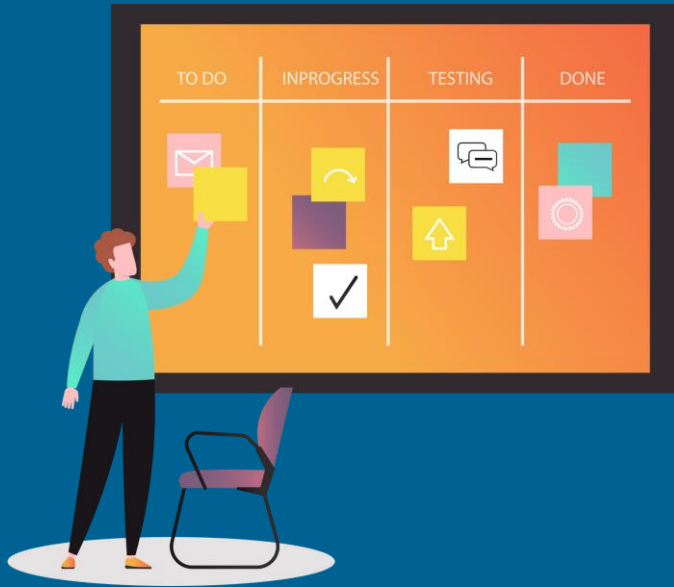
This learning environment is well-structured and task oriented. The directive teacher is organised efficiently and normally completes all lessons on time. He/She dominates class discussion, but generally holds students' interest. Teacher is not very close to the students, though is occasionally friendly and understanding. He/She has high standards and is seen as demanding. He/She gets angry at times, and has to remind the class that they are there to work. He/She likes to call on students who misbehave or are inattentive. This normally straightens them up quickly.



Communication typologies (2)

Authoritative

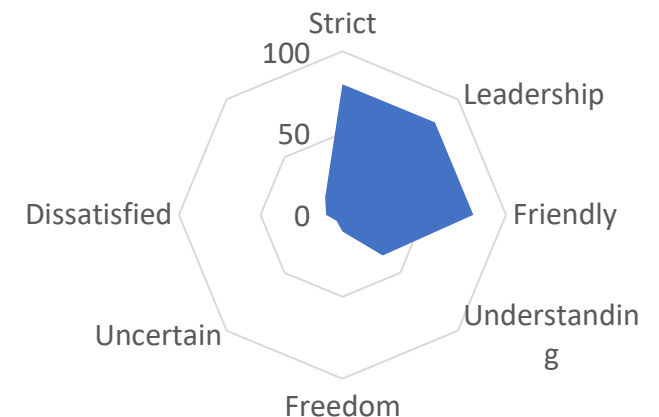
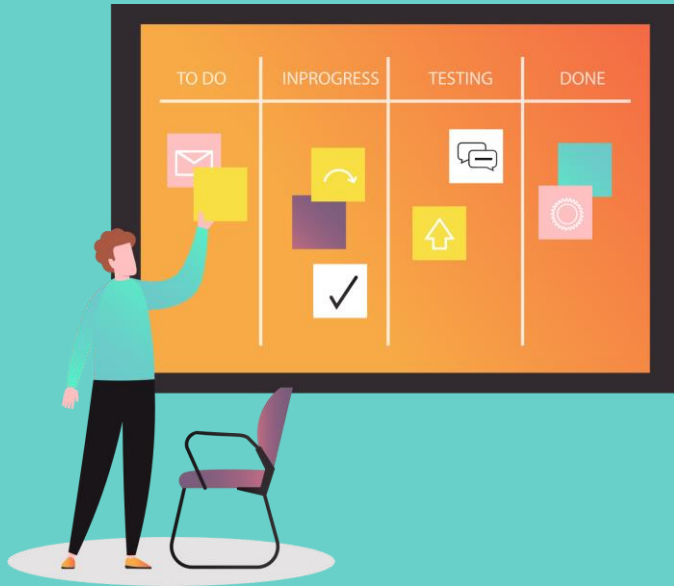
The authoritative atmosphere is well-structured, pleasant and task oriented. Rules and procedures are clear and students don't need reminders. They are attentive, and generally procedures better work than their peers in the directive teacher's classes. The authoritative teacher is enthusiastic and open to students' needs. He/She takes a personal interest in them, and this comes through in the lessons. While his/her favourite method is lecture, the authoritative teachers frequently use other techniques. The lessons are well planned and logically structured. He/She is considered a good teacher by the students.



Communication typologies (3)

Tolerant and authoritative

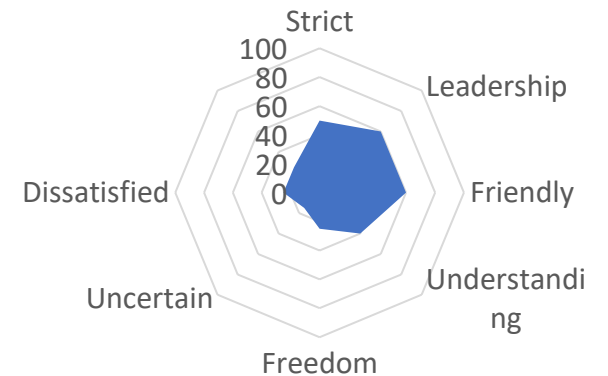
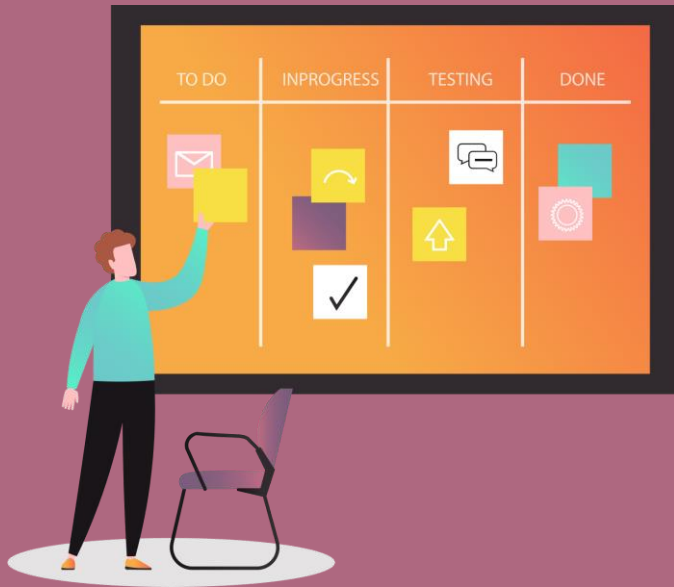
Teachers maintain a structures which supports students responsibility and freedom. They use a variety of methods, to which students respond well. They frequently organize their lessons around small group work. If compared to Authoritative, Tolerant/Authoritative teacher develops closer relationships with students. They enjoy the class and are highly involved in most lessons. Teachers ignore minor disruptions, choosing instead to concentrate on the lessons. Students work to reach their own and the teacher's goals with little or no complaints.



Communication typologies (4)

Tolerant

The atmosphere is pleasant and supportive, students enjoy attending class. They have a real opportunity to influence curriculum and instruction. Students appreciate the teacher's personal involvement and the ability to match subject matter with their learning styles. They often work at their own pace and the class atmosphere sometimes may become a little confused as a result. However, the tolerant teacher can be seen as disorganized, their lessons are not well prepared and they don't challenge students.



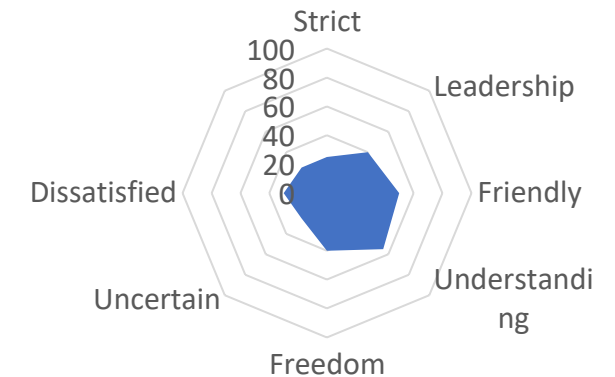
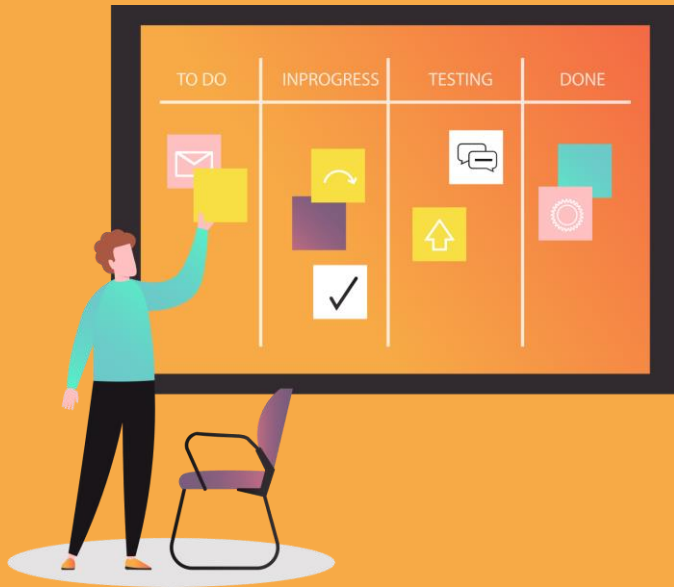
Communication typologies (5)

Uncertain/Tolerant

Teachers are highly cooperative but don't show much leadership in class. Their lessons are poorly structured, are not introduced completely and don't have much follow-throughs. They generally tolerate disorder, and students are not task-oriented.

The Uncertain/Tolerant teacher is quite concerned about the class, and is willing to explain things repeatedly to students that haven't been listening.

Teacher's rules of behaviour are arbitrary, and students don't know what to expect when disfunctions occur. The teacher's few efforts to stop the misbehaviour are delivered without emphasis and have little effect on the class.

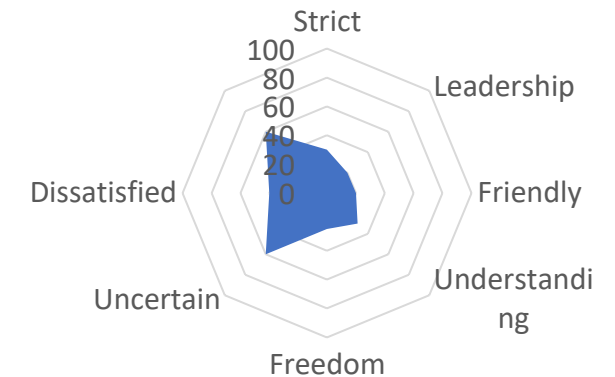
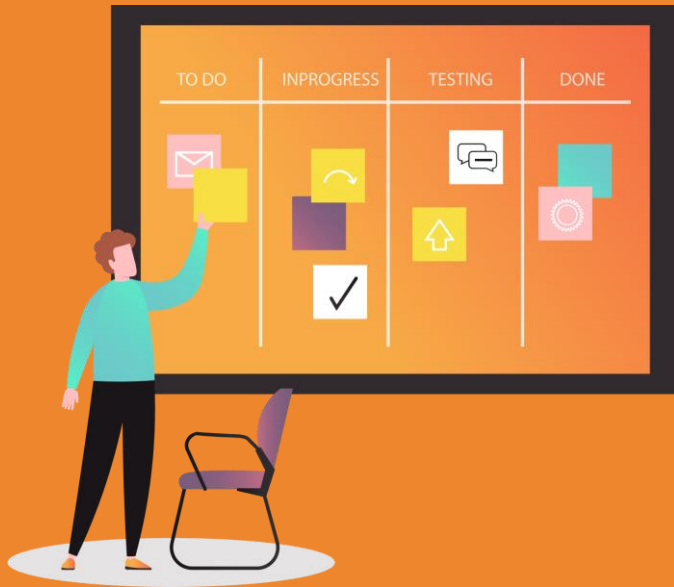


Communication typologies (6)

Uncertain/Aggressive

These classes are characterised by an aggressive kind of disorder. Teacher and students regard each other as opponents and spend almost all of their time in symmetrically escalating conflicts. Students seize nearly every opportunity to be disruptive, and continually provoke the teacher. This generally brings a panicked over-reaction from the teacher which is met by even greater misbehaviour from the students.

In the middle of the confusion the Uncertain/Aggressive teacher may suddenly try to discipline a few students, but often misses the real culprits.

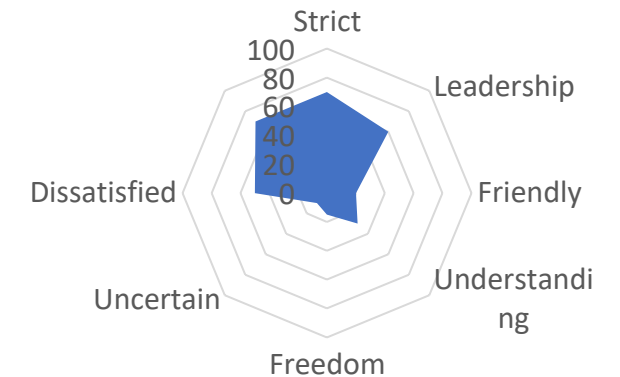
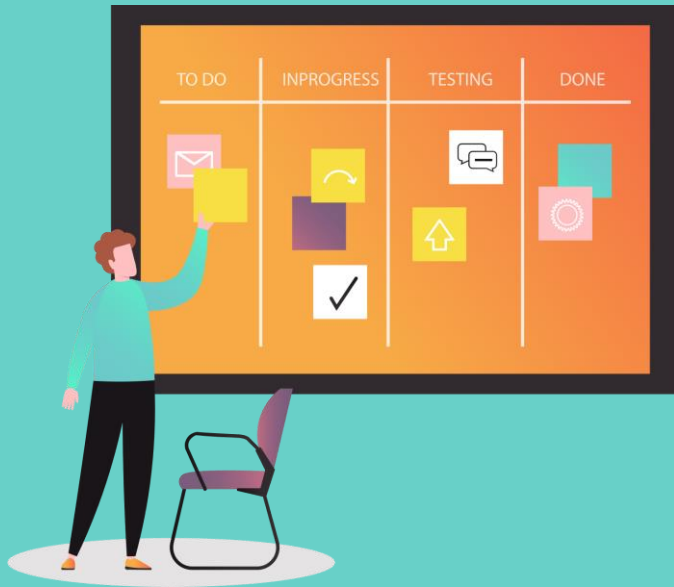


Communication typologies (7)

Repressive

Students in a repressive teacher's class are uninvolved and extremely docile. They follow the rules and are afraid of the teacher's angry outbursts. He/She seems to overreact to small transgressions, frequently making sarcastic remarks or giving failing grades.

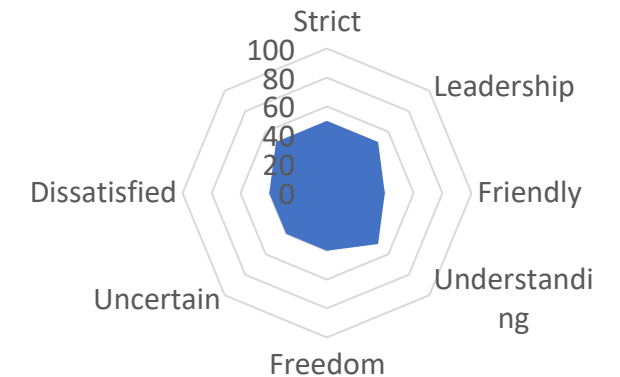
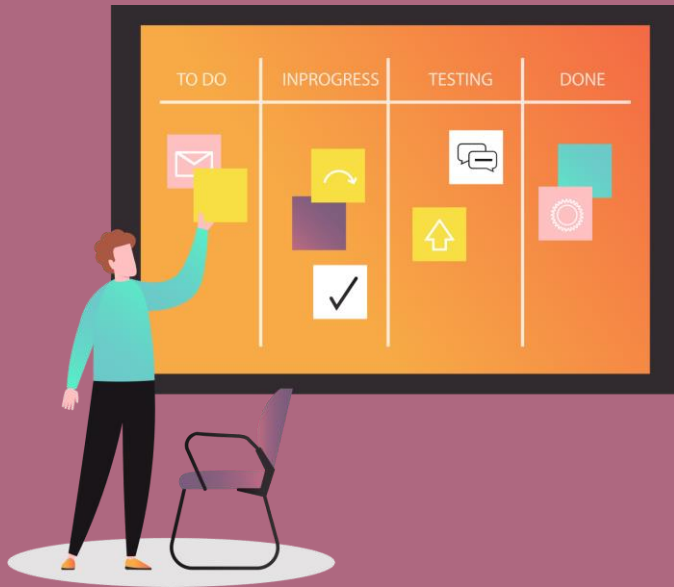
The Repressive teacher's lessons are structured but not well-organized. While directions and background information are provided, few questions are allowed or encouraged.



Communication typologies (8)

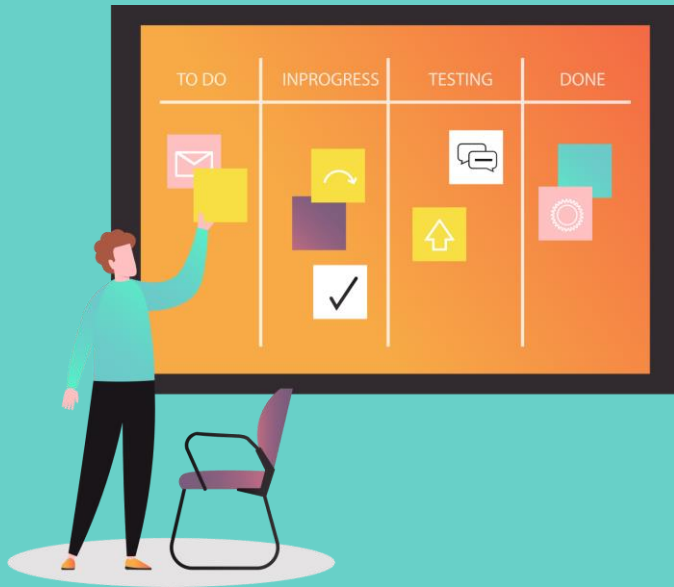
Drudging

Teacher continually struggles to manage the class. He/She usually succeeds, but not before expending a great deal of energy. Students pay attention as long as the teacher actively tries to motivate them. When they do get involved, the atmosphere is oriented toward the subject matter and the teacher doesn't generate much warmth. Thus the class is neither enthusiastic nor supportive nor competitive. Unfortunately, because of the continual concern with class management the teacher sometimes looks as though he/she is mentally exhausted.



References

- Wubbels T. & Brekelmans M. (2012). Teacher–Students Relationships in the Classroom. In B.J. Fraser et al. (eds.), *Second International Handbook of Science Education*, 1241 Springer International Handbooks of Education 24, DOI 10.1007/978-1-4020-9041-7_80, Springer Science+Business Media B.V. 2012



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