

PROFESSIONAL COMMUNICATION FOR ENGLISH
TEACHERS

Communication Models for English Teachers



Week 2

First-Year English Education Students · Warm-Up · Lecture · Case Study · Role-Play · Self-Introduction



How we send
messages



How we exchange
feedback



How we build
rapport



Learning Objectives

01

Understand the major models of communication used in education



02

Apply communication models to analyze real classroom situations



03

Practice interactive and transactional communication through role-play



04

Deliver a confident, professional self-introduction





Session Roadmap



Warm-Up Poll

Live poll to activate ideas



Brainstorm

Communication in the classroom



Lecture: Models

Six models, with examples



Short Break

Stretch and recharge



Case Study

Diagnose breakdowns, 2 scenarios



Role-Play

Practice with sample scripts



Practice/Quiz

Structure, practice, assess



Wrap-Up & Q&A

Recap and open questions



PART 1

Getting Started

Warm-up and brainstorming to activate prior knowledge



Warm-Up: Online Poll Activity

“What does communication mean to you as a future teacher?”

- Activate prior knowledge of communication
- Gauge students' starting understanding
- Spark curiosity before the lecture begins





Warm-Up: Online Poll Activity

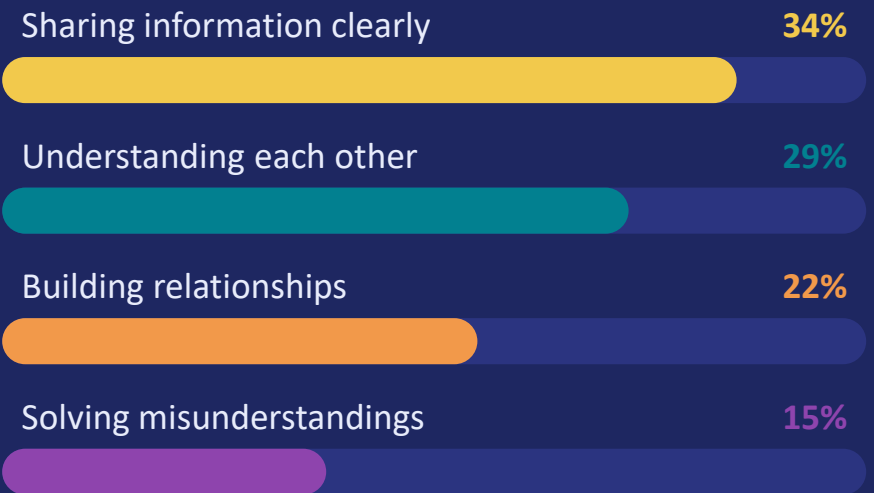
“What does communication mean to you as a future teacher?”

- Activate prior knowledge of communication
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LIVE ONLINE POLL

What does communication mean to you?



142 responses · live



Brainstorming: Communication in the Classroom

Think — Pair — Share — 15 minutes

GUIDING QUESTION

What makes communication in a classroom feel effective — or ineffective?



3 min

Think

Individually, recall a moment when communication in a classroom clearly worked — or broke down.



5 min

Pair

Share your example with a partner. Compare what made each moment work or fail.



7 min

Share

Selected pairs share highlights with the whole class to open the lecture.

This activity surfaces real classroom moments the lecture will help explain — keep your example in mind.



PART 2

Core Theory: Communication Models

Six models that explain how meaning moves between teacher and student



Why Communication Models Matter

For English teachers, communication models explain how messages move between teachers and students, how meaning is interpreted, and how feedback and classroom context affect understanding.



Message

What is said, and how clearly
it is delivered



Feedback

How students respond and
show understanding



Context

Culture, relationships, tone,
and setting

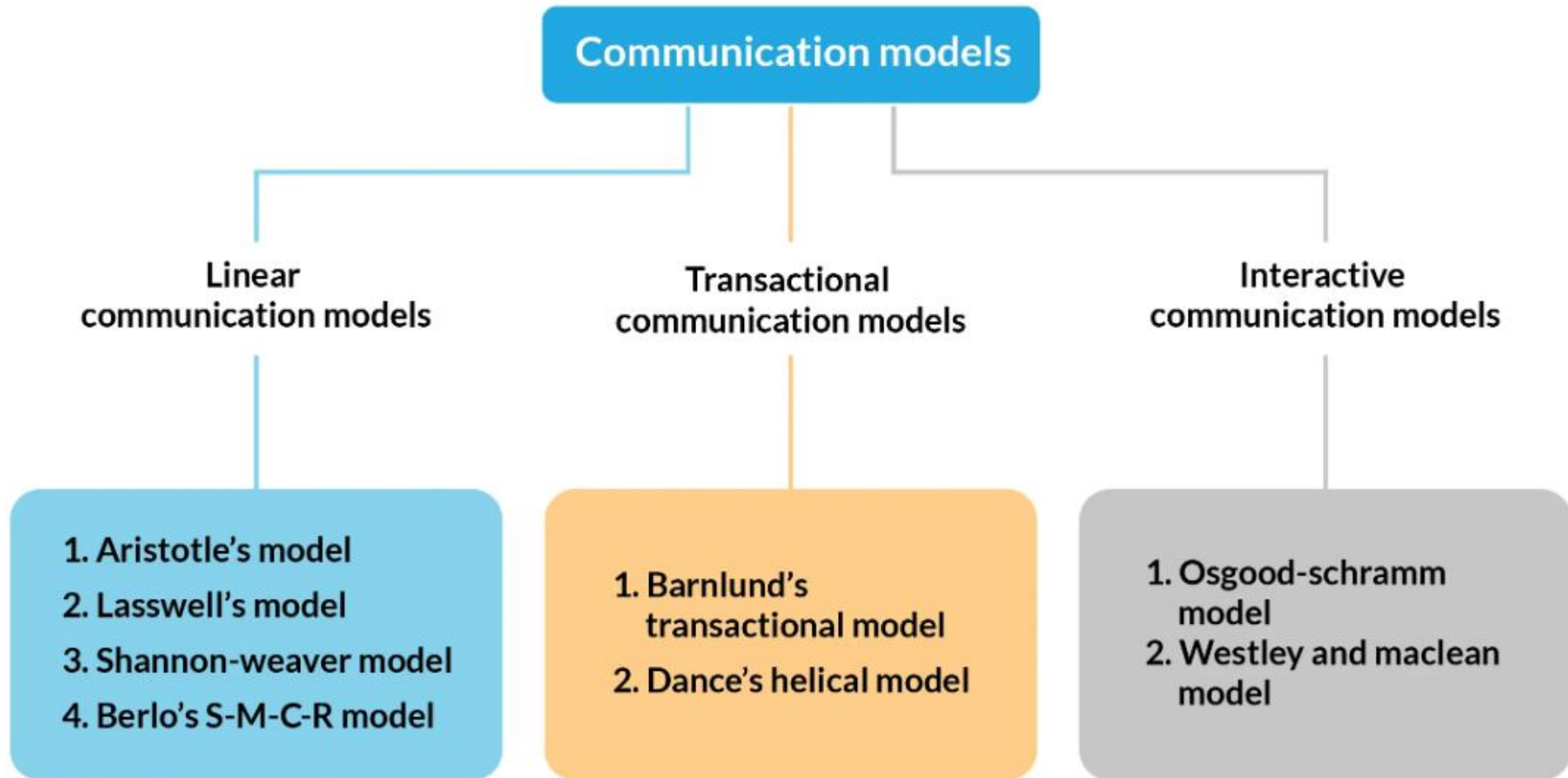


8 Models of Communication and How They Work

- Effective communication keeps work running smoothly.
- Understanding different models of communication can help everyone at your workplace for the best outcome



Types of communication models





These models are designed to acknowledge the complexity of various social situations and how to communicate a message effectively.



Model 1 · Linear Model of Communication

Communication moves in one direction

Linear model of communication represents **one-way communication** & are used to communicate with the masses.

The linear communication models are:

- Aristotle's Model
- Lasswell's Model
- Shannon-Weaver Model
- Berlo's S-M-C-R Model

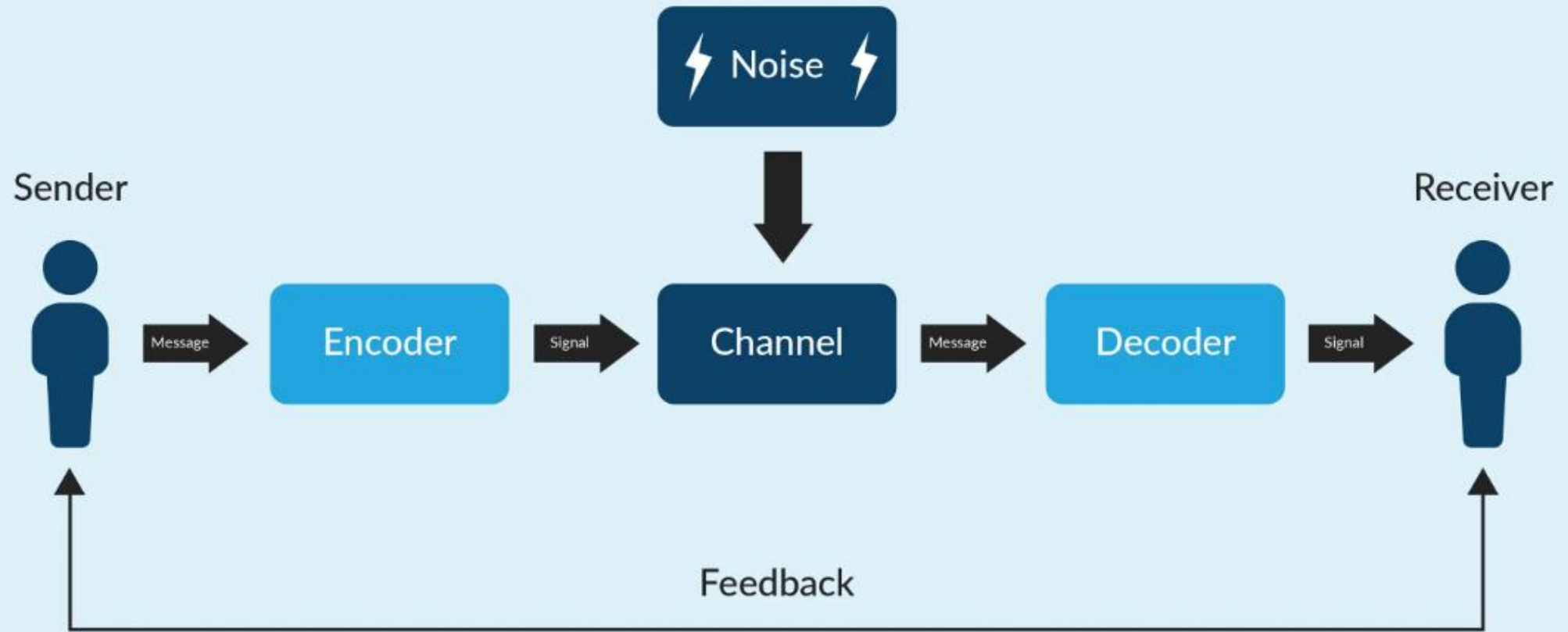


The Shannon and Weaver model of communication

Communication moves in one direction

This model was initially developed to improve telephone communication. The Shannon-Weaver model introduces the concept of “noise,” which can interfere with the clarity of the message. The model emphasizes the need to minimize noise and ensure that the message is clearly transmitted and accurately received.

Linear communication models





The Shannon and Weaver model of communication

Communication moves in one direction

The Shannon Weaver model of communication considers communication to occur in five parts:

1. Sender
2. Encoder
3. Channel
4. Decoder
5. Receiver.



The Shannon and Weaver model of communication

Communication moves in one direction

- communication stresses on the importance of encoding and decoding messages for them to be transmitted
- to acknowledge the existence of noise in communication that could disrupt or alter a message
- This noise could refer to something like the static on a radio broadcast,
- but it could include spelling errors in written communication or the receiver mishearing the message.



Encoding

Communication moves in one direction

Encoding is the process of turning thoughts, ideas, intentions, or feelings into a symbolic form that can be transmitted to someone else.

The Process: The sender selects verbal symbols (words, language), nonverbal cues (gestures, facial expressions, tone of voice), or written text to represent their internal mental concept.

Key Factors: Effective encoding depends on the sender's choice of vocabulary, clarity, understanding of the audience, and cultural context. If the symbols chosen are ambiguous, the message risks being misunderstood.



Decoding

Communication moves in one direction

Decoding is the reverse process: how the receiver interprets, translates, and assigns meaning to the symbols sent by the sender.

The Process: The receiver takes the incoming sensory input (hearing words, reading text, seeing body language) and processes it through their own cognitive framework to reconstruct the message's meaning..

Key Factors: Decoding is heavily influenced by the receiver's background, past experiences, language proficiency, personal biases, and the environmental context (such as distractions or "noise" in the communication channel)..



Noise

Communication moves in one direction

- sending an important email to a team
- contains jargon or unclear instructions, it may create “noise”
- confuse the team members

To avoid this, the manager should use simple language and clear instructions, ensuring the message is understood

The Shannon-Weaver model is crucial for communication

- clarity is key, such as in emails, reports, or presentations
 - identifying and reducing potential sources of noise
- can improve the effectiveness of their communication.



Model 1 · Linear Model of Communication

Communication moves in one direction



EXAMPLE

The teacher explains grammar while students listen. Useful for lectures, announcements, and giving instructions.



LIMITATION

There is little or no immediate feedback, so the teacher may not know whether students truly understand.

Teaching Note

Best suited to lectures and instructions — pair with checks for understanding to avoid one-way gaps.



Model 2 · Interactive Model of Communication

Communication is two-way, with feedback

The interactive communication model builds on the linear model by adding the concept of feedback.

communication is a two-way process where both the sender and receiver participate actively.

also considers context, noise, and the continuous adaptation of messages based on feedback

makes communication more dynamic and responsive, as both parties take turns sending and receiving messages.

Interactive communication models

Experience

Sender &
Receiver



Encoding



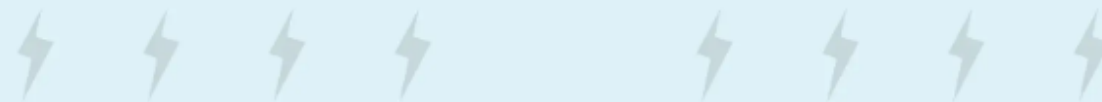
Channel



Decoding



Receiver &
Sender





Model 2 · Interactive Model of Communication

Communication is two-way, with feedback

the importance of shared experience between the sender and the receiver. The message is only effective if both parties have common ground, making it easier to encode and decode the message.

**emphasizing the importance of shared experiences,
this model helps ensure that messages resonate
with the target audience**

making the communication process more cyclical
the sender and receiver can switch roles as they engage in dialogue.



Model 2 · Interactive Model of Communication

Communication is two-way, with feedback

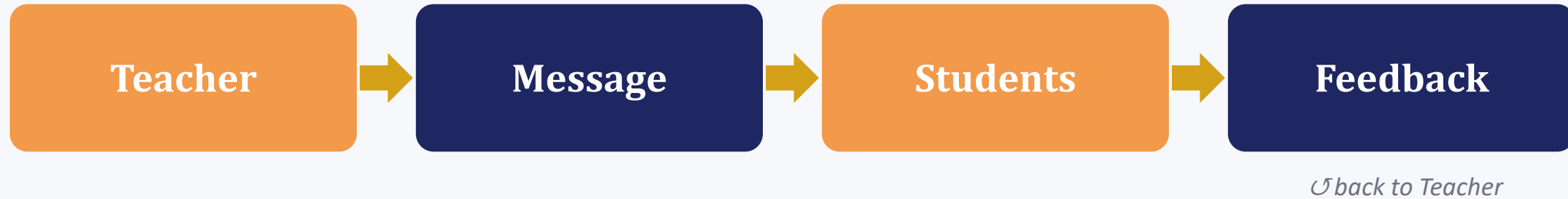
brainstorming sessions, team meetings, or project collaborations, this model supports a dynamic exchange of ideas where participants continuously provide feedback and build on each other's contributions.

enhances innovation, problem-solving, and decision-making, making it ideal for environments that require creative thinking and teamwork.



Model 2 · Interactive Model of Communication

Communication is two-way, with feedback



EXAMPLE DIALOGUE

Teacher: "What is the past tense of go?"

Student: "Went."

Teacher: "Correct! Can you use it in a sentence?"

WHERE IT'S USED

Common in question-and-answer activities, classroom discussions, and feedback sessions — students actively confirm understanding.

An important idea in this model is the 'field of experience.'

This means that communication is easier when people share some common knowledge or experience.

For example, imagine teacher uses very advanced vocabulary with beginner English students.

Even though they hear the words, they may not share enough language experience for the message to be understood.

Feedback is also very important.

A student's answer helps the teacher decide what to do next.

So good teachers do not only ask questions to test students. They also listen to the answers and adjust their teaching."



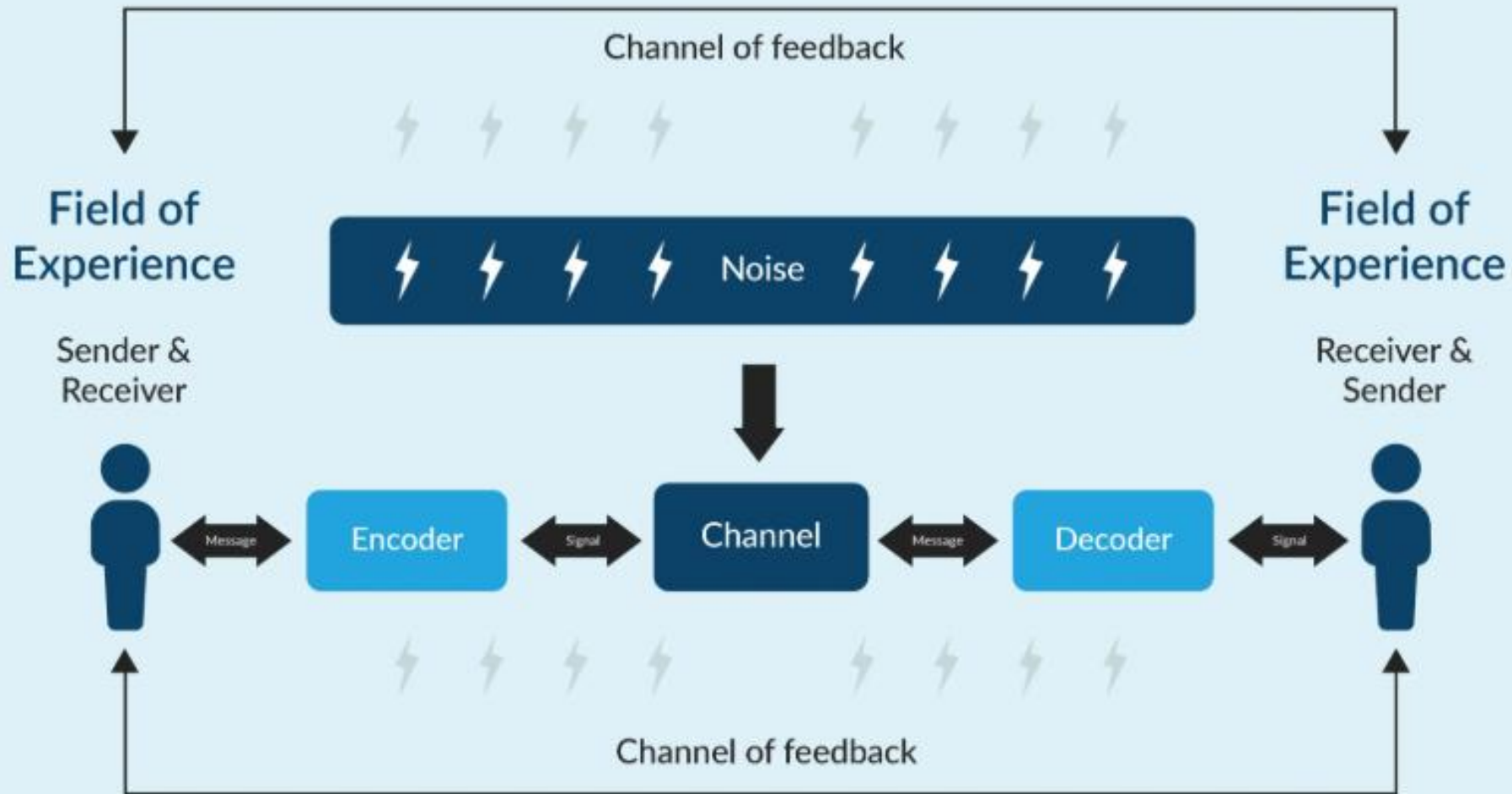
Model 3 · Transactional Model of Communication

Communication happens simultaneously — everyone sends and receives at once

feedback plays an important role & the sender/receiver can exchange their roles. It's generally used for direct personal communication in which two-way feedback is immediate.

both the sender and receiver actively encode, send, receive, and decode messages simultaneously. It emphasizes that communication in the real world involves the exchange of messages and how social, relational, and cultural contexts shape and influence these messages.

Transactional communication models





Model 3 · Transactional Model of Communication

Communication happens simultaneously — everyone sends and receives at once

Teacher



Students

Meaning is shaped by context, relationships, gestures, tone, and shared experience — simultaneously, not in turns.

EXAMPLE

During a group discussion, the teacher listens, responds, and observes facial expressions while students react and interact at the same time.

BEST FIT

Especially suitable for a communicative English classroom — discussions, role-play, and collaborative learning.



Model 4 - Shannon-Weaver Model

Highlights how communication can be affected by noise or barriers



Possible Noise in an English Classroom



Unfamiliar vocabulary



Unclear pronunciation



Classroom noise



Poor internet connection



Student anxiety



Cultural misunderstanding

Teachers reduce noise by simplifying language, and using examples, gestures, or visual aids.



Model 5 · SMCR Model

Developed by David Berlo — Source, Message, Channel, Receiver

S

M

C

R

Berlo's model of communication explains communication in four steps: This model provides a thorough account of the key elements in every one of the steps that will affect the manner in which the message is communicated.

The model reminds teachers to consider students' language level, knowledge, culture, and communication skills when delivering a message.



Model 5 · SMCR Model

Developed by David Berlo — Source, Message, Channel, Receiver

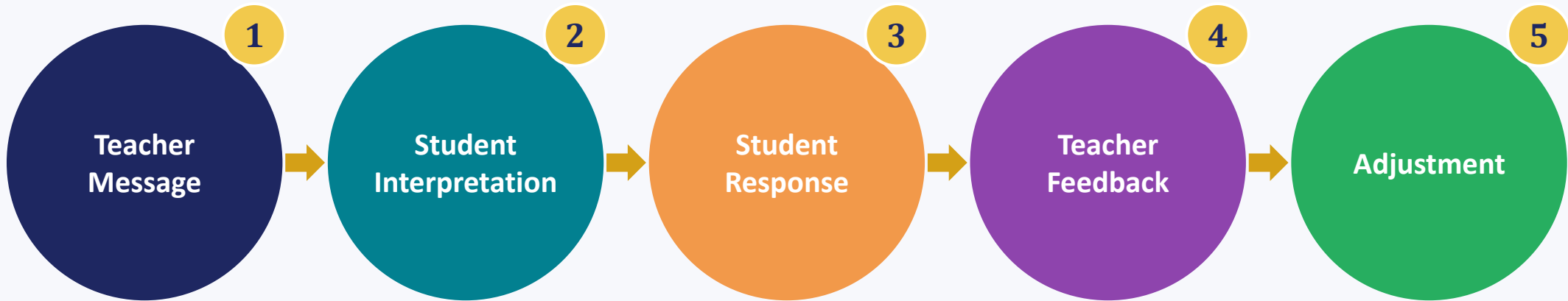
S	Source	English teacher
M	Message	Explanation, question, or instruction
C	Channel	Speaking, writing, slides, gestures, video
R	Receiver	Students

The model reminds teachers to consider students' language level, knowledge, culture, and communication skills when delivering a message.



Model 6 · Classroom Communication Cycle

A continuous cycle for practical teacher training



WALK-THROUGH EXAMPLE

Teacher: “Work with your partner and compare your answers.”

Students: interpret the instruction, then begin the activity or ask questions

Teacher: observes their responses, then clarifies or gives feedback



Quick Check: Models 4–6

Correct answers highlighted — pause and discuss as a class

Q1

A student mishears an instruction because of classroom noise. Which model explains this best?

- A** Shannon–Weaver Model
- B SMCR Model
- C Classroom Cycle

Q2

“Consider the student's language level and culture” is emphasized most by:

- A Shannon–Weaver Model
- B SMCR Model**
- C Linear Model

Q3

Initiation → Response → Feedback describes which model?

- A SMCR Model
- B Transactional Model
- C Classroom Communication Cycle**



Key Vocabulary

Terms used across all six communication models

Sender

The person or source who creates and shares the message

Encoding

Turning an idea into words, gestures, or symbols to share it

Channel

The medium a message travels through — speech, text, video

Feedback

A receiver's response that lets the sender check understanding

Receiver

The person who gets the message and interprets its meaning

Decoding

Interpreting a received message to understand its meaning

Noise

Anything that distorts or blocks the intended message

Context

The setting, relationship, and culture that shape meaning



Comparing the Three Core Models



Linear

COMMUNICATION

One-way

CLASSROOM EXAMPLE

Teacher gives a lecture



Interactive

COMMUNICATION

Two-way, turn-taking

CLASSROOM EXAMPLE

Teacher asks; student answers



Transactional

COMMUNICATION

Simultaneous & dynamic

CLASSROOM EXAMPLE

Group discussion, role-play

Aspect	Linear model	Interactive model	Transactional model
Nature of communication	One-way	Two-way	Simultaneous and continuous
Feedback	No feedback	Feedback is exchanged	Feedback is exchanged continuously
Role of participants	Sender → Receiver	Sender ↔ Receiver	Sender ↔ Receiver simultaneously
Message flow	Unidirectional	Bidirectional	Multidirectional
Contextual factors	Minimal emphasis on context	Acknowledges context incommunication Strong emphasis on context (social, relational,	Multidirectional
Complexity	Simple and straightforward	More dynamic and responsive	Complex and multifaceted
Use cases	Announcements, PR, Marketing	Conversations, meetings, customer service	Negotiations, collaborative projects, real-time feedback

KEY FOCUS

The Three Models Every English Teacher Should Know



Linear

Teacher-centered, one-way communication



Interactive

Two-way communication with feedback



Transactional

Dynamic, simultaneous, shaped by context



Effective English teaching moves beyond the Linear Model toward Interactive and Transactional Communication — because language is learned through listening, responding, and negotiating meaning.



Common Misconceptions

Frequent misunderstandings about communication models

✗ *“The Linear Model is just outdated and useless.”*

✓ It's still the right tool for lectures, announcements, and safety instructions — anywhere a fast, clear one-way message matters more than immediate feedback.

✗ *“More talking always means better communication.”*

✓ The Shannon–Weaver Model reminds us that more words can mean more noise. Clarity, not quantity, is what reduces misunderstanding.

✗ *“Feedback only means correcting mistakes.”*

✓ In the Interactive Model, feedback includes any response that shows how a message was understood — a nod, a confused look, or a follow-up question.

✗ *“One model is always the ‘correct’ one to use.”*

✓ Skilled teachers move between models depending on the moment — Linear for instructions, Transactional for discussion.



Cultural Considerations for Thai EFL Classrooms

Applying these models thoughtfully in a Thai educational context



Respect for Teacher Authority

Thai classroom culture often favors the Linear Model by default. Introduce Interactive/Transactional moments gradually and predictably.



Fear of Losing Face

Students may avoid speaking up to prevent public mistakes. Krashen's affective filter (1982) reminds us that lowering anxiety increases participation.



Indirect Communication Norms

Silence or hesitation may be a polite response, not a comprehension failure — build in wait-time before treating it as “noise.”



PART 3

Applying the Models

Hands-on practice through case studies, role-play, and self-introductions



Short Break

10 minutes — stretch, grab a drink, and reset before hands-on practice

Up next: Case Study · Role-Play · Self-Introduction



Activity · Case Study Analysis

Communication breakdown scenarios — 25 minutes, small groups

SCENARIO 1

“A teacher gives instructions in English, but students misunderstand because the vocabulary is too difficult.”

Discussion Questions



What is the source of “noise” in this scenario?



Which communication model best explains the breakdown?



How could the teacher simplify language, add visuals, or use gestures to adjust?



What would an interactive check for understanding look like here?



Activity · Case Study Analysis (Scenario 2)

A second breakdown to diagnose in the same small groups

SCENARIO 2

“During pair work, a student keeps switching back to Thai because she is afraid of making a mistake in English.”

Discussion Questions



Which type of “noise” is at work here — linguistic or emotional?



Does the Transactional Model or the Shannon–Weaver Model explain this better? Why?



What could the teacher say or do to lower the student's anxiety?



How would you redesign the task so mistakes feel safe to make?



Activity · Role-Play Practice

Teacher–student communication situations — 25 minutes, pairs



Giving Instructions

Deliver a task, then check understanding using feedback questions



Handling a Misunderstanding

Notice the “noise,” then simplify and re-explain



Giving Feedback

Respond to a student's spoken answer with constructive feedback

Peer Observation Focus

Observers use a short checklist to note how well each pair applies the feedback loop and adjusts to the listener.



Role-Play: Sample Script & Delivery Tips

Use this as a scaffold for the “Handling a Misunderstanding” scenario

SAMPLE SCRIPT

Teacher: *“Please summarize the paragraph in your own words.”*

Student: *(silent, looks confused)*

Teacher: *“Let's break it down — what happened first in the story?”*

Student: *“The man... went to... market?”*

Teacher: *“Great start! Now, what did he buy there?”*



Slow down & simplify

Break one big question into smaller, easier steps.



Stay warm & patient

Give students time to think before jumping in.



Confirm understanding

End by having the student restate it in their own words.



Effective Self-Introduction Workshop

Introducing yourself professionally and with confidence — 30 minutes



Topics

- Introducing yourself professionally
- Building confidence



Activities

- Speed networking
- Partner interviews
- Video introductions



Assessment

- 1-minute self-introduction



Self-Introduction: Structure & Example

A simple 4-part frame students can fill in before they practice

1

Greeting

A warm, confident opening

2

Background

Name, year, and major

3

Interest / Goal

Why you're studying English

4

Closing

A friendly, memorable line

SAMPLE SELF-INTRODUCTION

"Hi everyone, my name is Ploy. I'm a first-year English Education student here. I decided to study English because I want to become a teacher who makes language learning fun and less scary for students. Outside of class, you'll usually find me listening to music or trying new cafes. I'm excited to get to know all of you this semester!"



Self-Introduction Assessment Rubric

Used by the instructor to score the 1-minute self-introduction

CRITERION	Emerging	Developing	Proficient	Excellent
Structure Follows greeting → background → goal → closing	☐	☐	☐	☐
Fluency & Pace Speaks at a natural pace with few long pauses	☐	☐	☐	☐
Confidence & Delivery Eye contact, posture, and vocal energy	☐	☐	☐	☐
Audience Engagement Introduction feels memorable and genuine	☐	☐	☐	☐



PART 4

Wrap-Up & Assessment

Connecting today's session to grading, real life, and further study



Beyond the Classroom

These same models explain communication everywhere — not just in teaching



Job Interviews

A confident self-introduction uses the same 4-part structure practiced today



Workplace Meetings

Reading the room is the Transactional Model in action



Customer Service

Reducing “noise” means clearer instructions and fewer complaints



Parent Conferences

Checking for understanding matters as much with adults as with students



Extension Activity: Homework

Due before next class — approx. 20 minutes

TASK: MODEL-SPOTTING

Observe one real conversation this week (in class, at home, or online). Identify which communication model best explains it, and note one moment of “noise” you noticed.

SUBMIT

- A short paragraph (5–8 sentences) describing the conversation
- The model you identified, with one reason why
- One change that could have improved the communication



REFLECTION JOURNAL

Before you leave today, write 3–5 sentences on:

- 1 Which communication model did you personally struggle to apply during practice — and why?
- 2 Describe one moment today when you noticed “noise” getting in the way of understanding.
- 3 What is one thing you will do differently the next time you explain something to someone?



Further Reading & Resources

Optional resources for students who want to go deeper



McQuail's Mass Communication Theory

A widely used overview connecting all major communication models



“The Natural Approach” — Krashen & Terrell

Practical classroom methods that lower the affective filter



TESOL Quarterly — open-access articles

Peer-reviewed research on classroom discourse and IRF patterns



Toastmasters International resources

Free public-speaking practice relevant to self-introduction skills



Appendix: More Discussion Questions

Extra prompts if time allows, or for a future review session



Can a single conversation involve more than one communication model at the same time?



How might a fully online class change which model is most useful?



Is “noise” always a bad thing, or can it sometimes prompt useful clarification?



How does classroom seating arrangement affect which model naturally occurs?



Which model best describes how you communicate with classmates on a group chat?



What would Berlo's SMCR Model say about teaching a class with mixed proficiency levels?



Wrap-Up: Key Takeaways

10 minutes — quick recap and open questions



Linear

One-way



Interactive

Two-way with feedback



Transactional

Simultaneous, contextual



Shannon–Weaver

Watch for noise



SMCR

Source · Message · Channel ·
Receiver



Classroom Cycle

A continuous loop



Any Questions?

Which model do you think will be most useful in your own future classroom — and why?



KEY TEACHING POINT

Effective English teaching should move beyond the Linear Model toward Interactive and Transactional Communication.

Language is learned most effectively when students actively listen, respond, negotiate meaning, ask questions, and receive feedback.

Thank You — Questions & Discussion





References

APA 7th edition · sources for all models and concepts in this session

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