

# Communicative Education: a strong method to reach Quality Education

Dr. Hanan Gouda

Dean of Leadership Institute, Lecturer at College of Management and Technology  
Arab Academy for Science, Technology and Maritime Transport

**Abstract:** In the field of education, communication is the key to achievement. We aim to study the education environment in this generation and what makes it effective. Communicative education therefore stands at the summit of the learning processes. In parallel, we will see the importance of communicative education in long distance and in face-to-face learning, as well as the tools, methods, and psychological framework that are used in the process or affect the practice. Communicative education concerns the role of human relation in the learning scheme. Our study concerns the communicative education along with its nature, the factors that could influence it and also the obstacles it meets. All Around the world more and more people are questioning the educational system, the productivity, the directions, so this makes implementing new educational devices a crucial matter. Communicative education is according to the researcher the greatest way to reach a quality education. As we consider learning and educational services the key to a better future, it seems important to take a step back when it comes to the practices of education processes.

**Keywords:** Educational research, communication, Communicative education, learning, educational development.

## 1. Introduction

While the evolution of the Information and Communications Technology (ICT) is getting faster and faster, taking a step back to have a deeper look at the choices we make to offer an effective education seems to be a priority. After nearly forty years of frequenting the educative technologies, we still observe two parallel paths: the university researchers and the pioneers of the field. The first ones study in a very sharp way every parameter that may improve theoretically the usage of the ICTs. The other ones, usually young enthusiastic teachers, spend time and energy on attempting limited experiences but generally relevant and original who are always full of potential reflections about the complicated teachings-learning processes.

For nearly fifteen years, we participated at many resumptions of dialogue between researchers and we published some reflection texts about certain aspects of teaching learning with ICTs regarding the higher education level. Some years have passed and the technology market offers seductive and more performing gadgets. Do we have to wait for a few years before a squadron of well-funded researchers delivers some general observations about these technologies' potentials that will be outdated? Meanwhile the machines' merchants will be elapsing their stock and sparkle us with the new ones.

As we have previously emphasized, the education's environment and the education world in general are the special domains that don't use the majority of technological tools they have recourse to. Even if the blackboard and the overhead projector are mentioned with satiety, the list remains difficult to be continued. The education retrieves the produced technologies for other purposes. However, it reflects a certain deficiency of the educative practices' systemization. It is true that teaching has been considered as an art for long, and that's why it needs more talent than the applicable scientific paths. In our societies, more and more marked by the productivity research in all directions, implementing educational devices is getting more pressing. It costs more and more expensive economically and humanly speaking to leave youth with no competences or a guaranteed future. Before an ISO standard is decreed for learning and education services, it seems important to take a step back when it comes to our practices of education processes.

In this research we don't intend to judge the current practices. We simply exhibit some reflections about the communicative education in universities in both long distance and face-to-face learning that inspire educators after 40 years of practice in the ICTs. What are the common tools, methods, psychological framework, which affect the education process to get a communicative education?

The theory exposed in this paper is to identify the importance of the communicative education for providing a quality education; we will start by examining the communication process that remains the heart of learning. We will also discuss some psychosocial aspects of the principal actors of the learning process in order to get a quality education.

## 2. Nature of the communicative education

- The Communicative Education: an asymmetrical communication.

While teaching and learning, some exchanges happen between the teacher and the learner; in other words, those participants are in a situation that requires communication. In the educational context, these exchanges have the

same goal: making the persons who asked for educational services able to learn, this requires a certain relational context: there are those who want to learn, to gain knowledge and abilities they don't have yet; and on the other side, those who have them and are generally good enough that they can serve as a reference for them.

The learner here is in the position of an applicant and the teacher is the outfitter. In addition, the learner is capable of determining his learning goal, only the teacher can determine the content needs and the teaching activities, and in the end he can judge the quality of learning. We'd say then that in an educational context, the situation of communication is asymmetric between the teacher and the learner. (Check annex 1)

This characteristic is applicable not just to the people with a direct interaction but also those in groups and institutions. Thus, from the teacher's side, it may concern a professor in front of his class more than a pedagogical team producing learning programs. From the learner's side, the conscience of ignorance facing the expert is more present in children than in adults, in learners in class more than in distance.

- The nature of the Self-learning communication.

We're talking here about the educational communication as a part of the higher education institutions, it means they're offered and implemented by experts and specialized educators. It's not the same in an informal context, it's when the learners themselves determine, choose and apply for the informational resources. Neither the consulted resources or activities, nor the intention, the intuition and the serious aspect of the learner could guarantee the effectiveness and the quality of learning. In this context, the information is accessible for all and this does not always have a positive impact.

It's easy for anyone to learn by himself via Internet on any subject. The online encyclopedias offer articles on the most specific subjects. The forums and blogs allow people to publish their experiences and express their point of view regarding every subject. If the information usually fulfills some specific needs, they represent two dangers regarding adequate and structuring information: the quality of the published information on a side, and its comprehension on the other side. The culture self-study can exclusively lead to excesses close to the caricature character directed by J.P Sartre in "La nausée" that was cultivated by reading all the books of the public library in the alphabetical order of its authors, being able therefore of passing from a harlequin romance to an astronomy study and a recipe book, etc.

Zapping and mosaic culture don't always guarantee the development of skills and abilities. We think that education and learning have goals other than the transmission of information, recipes and best practices.

- Impacts of the asymmetrical communication on motivation and self esteem.

This asymmetry in the formal or institutional educational communication is not without a consequence on the interactions between the actors. The "teacher pole" being at first the one who determines the learning curriculum<sup>1</sup>, the learner is dispossessed in a big part of this choice. If what is proposed to him meets his expectations, the participation in learning is generally high. In opposite, if the utility perception is not there, the participation at the learning activities will be limited; the feeling of constraint will make a place for motivation. According to the sociological context in which the learner is, this constraint can be perceived as an obligated path to social knowledge which is the ultimate motivation; in other contexts, education and its institutions will be perceived as "real life" sidelines and this path can provoke revolt.

The "learner pole" is also the one who determines if the teachings were realized and the competences and abilities were gained: briefly, it's the evaluator. For the learner, the learning activities being tightly related to his life projects, successes or failures determine the level of "self esteem". In this regard, the reactions can be diverse like under the motivation's angle: perseverance, avoidance (abandon), revolt.

For simple economy of scale's reasons, the educative activities have been practiced in group-classes for ages. Therefore, if there are interactions between the teacher and each learner, there are also interactions between learners. Even if the extent of these interactions depends on the contexts and the institutional rules and cultures, the type of the relationships between learners is mainly egalitarian. Each learner is supposed to have the same background and the same expectations about learning and his actions with others are not in the context of a professional evolution.

Until recently, and still today in many disciplines, the products of the learning activities of the learners, like the assignments, research, case studies and presentations are not well appreciated by others as complementary sources of learning as long as the teacher didn't validate them. The egalitarian context of the communication between learners is found then disturbed by the evaluative function of the teacher. According to the explicit or implicit evaluations of the teacher, the learners tacitly prepare their reports on the skills recognized by the expert reference, the teacher. When the evaluation is explicit, a climate of competition can

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<sup>1</sup> Anything like the newsrooms of the media choose the subjects that general public will be submitted to; it's what we call "agenda setting". The argument represented by these media bodies saying "everybody speaks about it" cover the goal "everybody will speak about it".

appear then; many teachers see here a motivation factor. Even so, the consequences on the self-esteem and the motivation of the least performers are important. In many cases, a tutorial parallel support is necessary, not just in the learners' point of view themselves but mostly in the point of view of the reevaluation of self-esteem and re-motivation. The asymmetric relation between the teacher and the learner alone is a securing factor for this one. The "collaborative" learning has been developed many years ago, although, certain teachers and certain institutions practice it on a regular basis. To have a real collaboration, the communication between learners must necessarily be and remain of an egalitarian type, so that each participant can mainly feel comfortable expressing his thoughts and bring his contribution. It is up to the teacher to establish this egalitarian climate while evaluating the group's productions not those of individuals. The teacher then adopts a third function: a facilitator regulator group focusing on "respectful listening" to delay the classical phenomena of group dynamics. For example, he will have to stop the majority pressures for the compliance and consensus; it's what we call "the group spirit", these pressures often interfere with the expression of original point of views, stopping them allows then for creativity conducive to rich learning.

### **3. The psychological framework for the Communicative Education.**

The psychosocial considerations pose the "general strategic framework" that the various teaching-learning modalities should join. It seems important then to recall, while starting, some of the communication's general principles that must guide our choices afterwards for the configurations of the modalities and devices for the two types of learning.

The study of communicative education helps to bring out the interactions between two principal actors: the teacher and the learner. It's obvious that the characteristics of these two types are of great importance in the success or failure of the various learning modalities in order to get a quality education.

Besides these principal actors, secondary actors revolve around the teaching-learning activities. Some may be associated to the "teachers" group; these ones are the pedagogical advisors and the tutors that upstream, in parallel and downstream of learning, contribute to the success of the process. There are also the resources producers who are more focused on the contents, and the technicians who ensure the maintenance of devices. At last, there are those who administratively supervise learning: the decision makers who try to harmonize the learning needs of the civil society with the requirements of a sane management of their organization, and also, the administrative officers who are the interfaces between the institutional requirements and the individual pathways for learners.

Other actors and factors may be episodically involved in the process related more to the human environment of the learner than to the authorities, like the family environment that influences the motivation, the work environment that for the adults encourages the learning conditions or not by administrative flexibilities and eventually a material help, or also the social environments, friends and associations that value the learner.

Even if these actors play a diffuse role in the learner's pathway, we won't make an exhaustive analysis out of it, we will reserve the possibility of mentioning them during different themes that we will develop.

As mentioned by Brookfield in 1986, usually adults prefer to be self-directed learners and have no desire to be treated like children or told what to do. Since they have their own goals and experiences, they want to explore activities and discover methodologies for accomplishing tasks that relate to them. Individuals with a positive self concept are likely to be better learners.

In 1980, Noles describes the role of the adult educator as a facilitator of independent self-directed learning.

### **4. Obstacles in Communicative Education for both learning types**

Like many other contexts, the pedagogical communication is mainly focused on the exchange of information. The exchanges are done in both directions, from the teacher to the learner and vice versa or between learners. However, the success of these exchanges depends on many factors: some are related to the technical possibilities of communicating, others to the reciprocal ability to understand the messages, and others at last to the attitudes that the interlocutors maintain in relation to each other. (Check annex 2). Limited by being in the research, we only chose some obstacles that we consider important to mention according to our point of view.

- Technical sounds.

It goes without saying that good communication requires first good material conditions of verbal exchange and if possible non verbal exchanges too. The issued sings of both sides must be able to be clearly heard and seen.

In case the teaching/learning is done in the presence of participants -teachers and learners- the space environment is important. In addition to the requirements of lighting and sound isolation, it's important to control the availability of stakeholders in space. When the teaching-learning has a masterful dominance, it's important for the teacher-learner relation to be in priority and that physically for the learners to be oriented to the teacher. In contrast, if we practice the collaborative learning, it's important for the members of the same group to

be oriented physically to each others, around a table for example.

In the distance learning, the control of the quality of transmitted messages is a priority. The typography and the layout are important to the readability of online texts, as formerly for printed materials while teaching by correspondence. About the audio and visual transmissions, they must faithfully send the elements of messages and interactions between the participants. In the everyday life, in interpersonal interactions, the non-verbal takes an important place in the comprehension of exchanges. In the visual communication it's important then for the facial expressions and the superior members to be well perceived by the interlocutors.

- Semantic confusions

When the signals carrying the messages are successfully received from either side, a 2<sup>nd</sup> level of communication problems arises: are the messages adequately decoded and understood as each issuer hopes? We know that every language is a system of polysemous signs; it means that each word of the vocabulary can be interpreted differently one way or another by different people according to their previous learning and personal or professional experiences.

According to the contexts, even if we use the same language to communicate, we use it differently. With our close ones we use an intimate vocabulary more beneficial to the effective expression. With our friends we use a familiar language based on a shared vocabulary by the group that reflects our inclusion. In contrast, in public we use a functional vocabulary that we share with the persons to whom it is addressed, and if the context is such as our words can be received as public declarations and considered as personal engagements, we will have recourse to an official vocabulary that will have a legal value. One of the main communication abilities is then the choice of the language level so that our messages can be decoded adequately. (Check annex 3).

At the beginning of the 20<sup>th</sup> century, the famous linguist Ferdinand de Saussure proves the real function of words: they are the signs that serve to "translate" our thinking for others. Actually, each word is a vocal "form" (or "meaningful") in charge of showing for others the "content" of our thinking (or "meanings").

The semantic obstacle refers to the interlocutors' prior knowledge/background. When there's a huge gap between the knowledge background of the issuer and the receiver, the dialogue can be difficult and the one who has the most extensive background does not reframe the exchanged messages in the register of the one with a limited background. We will also have to consider the language levels –familiar, public, literary, etc.- to use for adapting to the habits of the receiver. In the educative communication context, the main issuer being usually the teacher, or a group of teachers, they have to transmit the knowledge to the learners that don't have it or don't master it yet. The art of teaching is then to make the learners gain new and complicated knowledge by the most basic knowledge that is already gained.

Each significant unit, a word for example, is charged at two levels of meaning: the level of denotation and the level of connotation. The level of denotation refers to a reality as it is. However, if two people speaking the same language agree on the reference (denotation) they can associate to it experiences and different memories (connotation). It is these specific individual backgrounds that blur in part the meaning of the message. It's obvious that the semantic obstacle risks being more important between the interlocutors from different cultures.

Briefly, the meaning of words can fluctuate from an interlocutor to another; this often results in misunderstandings, misinterpretations, discussions to clarify, etc. In the learning context, these misinterpretations can have very negative consequences because they lead to inadequate learning or when they are rectified, they leave some ambiguity in the cognitive memory of the learners. Therefore, it's important to choose wisely the terms used in the learning activities, to make sure they're known and agreed on their acceptance, if not it's important to clearly define them and verify the right comprehension by the learners.

- The psychological obstacles of communicative education:

The concept of psychological obstacle refers to more diffused aspects than those of "physical disturbances of exchanges" or "messages meaning". It's more about the social concept of communication: the personalities of the participants, the circumstances –time and place- or also the legal or administrative constraints.

The obstacles of an efficient pedagogical communication stand firstly in the relationship between the interlocutors. The social psychology has proved long ago the importance of the reciprocal perception in the interactions between two people or more. First, according the respective roles of stakeholders, the exchanged messages will be differently interpreted. Thus, the asymmetric pedagogical relation may cause interpretation gaps. For example, following a learner's question, the teacher or a tutor can suggest some approaches that the learner can interpret as obligations to answer the expectations of the teacher. We know that in a scholar context, the engagement of youth in their learning depend on the relations they maintain with their teachers, and the attachment they feel towards them.

Briefly, from the psychological point of view of the pedagogical communication, beyond the explicit

message, there's an implicit meaning of the relation between the interlocutors that is also conveyed<sup>1</sup>. Then, it's under this psychological aspect of the pedagogical communication that the most important obstacles appear. Unlike the semantic obstacles, they are more difficultly controllable, each interlocutor having his perceptions, values, spontaneous actions, his character, his personality, etc. In addition, the implicit messages of the second level are transmitted mainly by the Para-verbal expressions such as the intonations and the elocution rhythm, and by the non-verbal actions such as the visual and facial expressions, and the body language. We recall that many studies evaluate at 90% the importance of such signs. When we perceive, to our interlocutor, some negative reactions to our own expression, we can try to "meta-communicate" verbally: "It's just a suggestion; not an order!" or also "It's not a judgment on your personality but a simple evaluation on your performance". These corrections have usually a little impact when the first perception was negative; when the non verbal expression doesn't clearly show these statements, the first perception of the interlocutor can be reinforced.

This type of psychological obstacles is also applicable on a larger number of stakeholders: between a group-class and a teacher, or between groups of learners. At the organizational level, the reciprocal perceptions between groups of learners, teachers, tutors, technicians, managers and also associations and syndicates, etc., can harm the institutional learning climate.

For adults, the learning constraints can interfere with the professional obligations. Even if most of the time they're aware of the importance of the learning they get, the related obligations make theirs heavier. When learning isn't wanted by the adult learner but imposed by the professional environment for example, the feeling of constraint is felt more negatively and creates an important filter for the acceptance of the learning activities.

- How to face these obstacles?

All these technical, semantic and psychological aspects create suitable or unsuitable conditions for listening and for the right comprehension of the received messages. They also play an important role when it comes to expressing the messages by creating a climate of confidence or not between the stakeholders; for example, some learners will be bolder than others to step in and participate, especially in distance learning where the anonymity can cause discomfort.

When the pedagogical communication is done via technical devices, it's obvious that they should be familiar enough with the stakeholders so these ones can easily control them and forget them in order to concentrate on the exchanges' content. It was found that the most complex and unstable devices create anxiety and minimize the learning.

On the semantic plan, most of the pedagogical teams, especially in the distance learning, they pay a particular attention to both of the used languages and the learning path in order to lean on the common grounds between the learners.

On the psychological plan, many searches have been carried out both in the field of the teacher-learner relations and regarding the relations between learners in the collaborative learning context. Practically, it's more and more sensitive to this psychological aspect of learning.

If it seemed important to recall in the beginning the main potential obstacles of communicative education for the future study of the choice of distance learning devices, it seems also important to recall some aspects and principles of the communication such as the verbal expression, the questioning and the listening, the group dynamics by presenting them in the pedagogical communication context.

## **5. Factors influencing the communicative education in both learning types:**

Till now we have paid attention to the impact of the pedagogical communication between the teacher and the learner. However, the communications in groups are frequent: it's often about problem solving and case studies. When the group functions well, the learning situations contribute to the knowledge and abilities transfer, and to the creativity. In the distance learning, the communications in groups often help to break the isolation of the learners. For several years now, we use collaborative learning based on the principle of socio-construction of knowledge. This learning type forces the learner to unify their efforts for realizing the cognitive, common and complicated goals.

In the whole communication in-group situation, the participants don't just have to understand each other (semantic level) but also to adjust their interpersonal relations by verbal announcements and non-verbal behaviors. It's convenient then to recall here some principles of group communication, which are applicable to teaching and learning in both types of learning.

### **1. Group size:**

The group size is important in distance learning more than in direct learning. The growth of the potential number

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<sup>1</sup> We are transposing here, in a distance-learning context, the second axiomatic statement by the school of Palo Alto in "Logique de la communication" published in 1961 by P.Watzlawick and his team.



of interactions between the participants is in a geometrical order depending on the increasing number of participants; for example, in a group of 8 participants, there are 64 different potential interactions between them. We understand then that in distance learning the technical devices can slow down these interactions, especially while limiting the brief non-verbal exchanges or private conversations. When the number of participants is restricted (3 or 4) the productivity can be more limited cause the spectrum of the point of views and suggestions is not as open as in larger groups.

In opposite, in the direct learning, the meetings including more than 10 participants are generally more formalized and less conducive to discussion or open and free exchanges and are more of an administrative type for the decision making with the participants who are generally informed. If some work groups include more than 10 participants, sub-groups more restricted must be formed and sometimes a certain competition like aggression can be developed. Multiple studies on the group dynamics prove that the optimum size of working groups is set between 5 and 8 participants.

## 2. Structuring phase:

In direct learning, it's not because a group is formed that it starts out of hand the task for which it has been formed. There are two phases in the group dynamic: the settlement of interpersonal (affective) relations phase and the resolution of task (rational) phase. Under the communicational angle, these two phases can be associated to two exchange modes: the interactions targeting , sharing values and point of views of each one, then interactions based on the negotiation for a consensus on solving the problem or realizing the proposed task.

As soon as a work group is formed, it feels the need to be restructured because each participant needs to be situated according to the other ones, to know what his role and his tasks are to determine his contribution to the realization of the group's goals.

In distance learning, this phase determines the ulterior optimum functioning of the group. While their first exchanges, each participant is very sensitive to the multiple clues issued by others, on the verbal plan and also and mostly on the para-verbal and non verbal level. However, when exchanges are made as texts (written, mails, forums) such clues don't appear; only the verbal form is invested by this function of expression which is necessary to the implicit negotiation of roles and expectations between participants. The choice of words and turns of phrases, the punctuation signs and the typography will be the revealers of intentions, attitudes or underlying judgments of the issuers.

## 3. Standards of group exchanges in both learning types :

The collaborative learning researchers proved that in general, the results of collaboration between learners are often for each participant richer than what they would have realized by learning individually. The interpreted propositions of each one, nuanced or questioned by others allows for each proposer to relativize his options and open up to the point of views of others.

In a new group, when the participants still don't know each other, some personalities more expressive than others can tend to impose their privileged themes, their ideas or their point of views from the start by presenting them as an implicit consensus reflection in the group. The participants that don't share them and didn't speak yet can fear being marginalized while expressing their disagreement and remain silent. So, even if the opposite point of views is the majority, by lack of sharing, the group can take some orientations different than those which would have been retained if each one has expressed himself. It's what we call the "spiral of silence".

In direct learning only, when work or exercises involve the whole class, the teacher often assumes the role of the animator to organize the exchanges so that the affective type of interactions can be minimized and to refocus the interventions on learning in a rational level. In the distance learning, it's possible for him to do it in one or many groups simultaneously<sup>1</sup>, this allows listening to the initial phase of group structuring and quickly develop the learning activity.

### A. Functions of the direct verbal communication

In direct learning, the instructor is generally more comfortable to hold, control and reinsert the interveners who intend to be marginalized and maintain a climate of conflict; his status gives the teacher a more difficult control on the interactions. Meanwhile, he can determine the interventions order, limit the speaking time, hold the very frequent interveners and stimulate the silent ones. He can also ban the irritating behaviors, interrupt the displaced interventions and defuse conflicts. Briefly, he can ensure a respectful and egalitarian dynamic in the heart of the group or class.

In the pedagogical communication, like most of the other human activities fields, the verbal communication is the privileged form. Essentially, it serves to give the information by letting know some facts or

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<sup>1</sup> By synchronous messaging (chat) for example or videoconferencing.

directives, explaining them, indicating how to use them, etc. It also serves to motivate by clearly indicating the learning progresses, the skills gained and the performances realized. In the learning teams' heart, some exchanges can develop a belonging feeling and increase the productivity.

As we saw previously, the verbal statements convey meanings; multiple significations that can be received decoded and interpreted diversely according to the referents more or less different from the interlocutors. These statements can also be interpreted differently considering the history and the situation of relations between them; we'll say that the statements are triggers for interference that overcome the strict meanings of verbal statements.

In linguistics, there are several functions of the verbal languages according to the main subject of a statement. Roman Jakobson, retaking the six parameters of communication –sender, receiver, referent, code, way and process-, detects six functions in the verbal communication: phatic, referential, expressive, conative, metalinguistic and poetic.

#### B. Functions of the communication in distance learning:

In distance, the frequent absence of multi-sensorial canals makes the task of the teacher-regulator more difficult. If some distance supervision agents developed some regulation skills, it doesn't seem until now that this pedagogical communication aspect has caught the researchers' attention who are more focused on the cognitive aspects of learning in groups than the psychosocial aspects. We will mention here the most effective tools of communicative education in distance learning.

- Questioning and listening:

This type of communication is a bidirectional phenomenon: the issuer expresses himself, the receptor listens. We have emphasized in the beginning that in the communicative education there was an asymmetrical communication in terms of roles, the teacher having the function of a guide and evaluator of the learner. Traditionally, especially in the formal teaching, this asymmetry is showed by an exchange imbalance: the teacher spoke and the learner listened; the communicative education is almost summed up in a transmission of knowledge. The only admitted expressions are –lessons, homework and exams- for an evaluation by the teacher. So, with the transformation of the teacher's status that's not the only source of knowledge anymore, the learner's expression is taking more and more place.

In the distance learning, the asymmetry of exchanges has a tendency of being reversed, the teacher becoming a resource person that the learner consults when in need. However, the learning program being established, the teacher has to master to communication abilities to guide the learner well: the questioning and the listening. For the teacher, the only way of evaluating the learning of the learner is the observation of the learning productions –work and exams- and listening to the personal re-expression of the knowledge gained more than the comments and questions they stimulate. If the learners tend to express themselves in class, in distance learning, the expression can be made rarer; it's important then to stimulate the expression by questioning.

- Feedback and evaluation:

The role of the instructor or the educative instance involves feedback processes and evaluation. Like any asymmetric communication situation, the success of these processes reveals the abilities of those who maintain the responsibility. Many factors contribute to this success: the personality of the issuer, the relevance of the topic in question, the circumstances of the interaction, the statements; these are the competences which ensure the quality measurement.

The personality of the issuer is undoubtedly the parameter the least controllable. Each one has his values, principles, feelings and aversions that stimulate some positive or negative perceptions and some affective behaviors. It is obvious that overflows in behavior, both positive (joke, bursts out laughing) or negative (irony, sarcasm, anger) are not appropriate. Briefly behaviors must be neutral or measured, with no tension provoking. It's convenient then for the evaluator to determine well the importance of topics and also the criteria on which he will give his feedback or evaluation. This obligation is also more imperative in distance learning, as the learner walks alone and his contacts with the educative instance being mediated, it seems no more anonymous. In addition, the instructor or evaluator will have to determine the negative impact of what he considers criticizing about the learning of the concerned person. If yes, what changes will have to be made and what strategies of change have been already implemented with no success.

#### C. The importance of retroaction and interaction for the communicative education

In general, we have to make clear that the feedback and the evaluation are high effective tools for a communicative education in both learning types.

The context in which the feedback or the evaluation is given is also important. Two aspects must be

put into consideration: the social image of the learner and his participation in the process. Unless given a positive feedback or some congratulations for a meritorious action, it's important to give the feedback or transmit the evaluation in private. Some negative remarks and comments addressed to the learner shouldn't be transmitted in a group situation, unless these remarks or comments are addressed to everyone. Also, the fact of making remarks or comments to a group while only some persons are concerned creates a feeling of insecurity or injustice at those who are not concerned as a consequence. In distance learning, for example, for the critical feedback, the personalized or targeted mails are preferred over forum statements.

Besides that, during the feedback process, it's important to establish an "open" interaction, it means one that offers the possibility for the persons who receives the feedback to explain and get some information that the evaluator might have missed. We will have recourse then to open questions and we will practice the comprehensive listening. Being listened to will arouse or reinforce the feeling of justice at the evaluated person.

At the verbal level, the evaluator must control his statements. The comments and remarks should be related to facts not presenting some interpretations or making judgments on the person. What is questionable are the work methods or inadequate learning. We leave for the concerned person the task of getting explanations and interpretations about the criticized facts he has been blamed for.

In distance learning, the face-to-face private interactions were less frequent; exchanging mails normally makes the feedback. If writing makes measuring and choosing the words easier, it's not easy to create a climate of trust and empathy that the non-verbal allows. Also, the process risks being slow and heavy in time for the instructor or the educative instance. We can have recourse then to a more open strategy on the learner by suggesting him to evaluate himself to create a discussion base, following which a final evaluation by the teacher will be presented.

To be constructive, the critical feedback must terminate with a certain agreement and an engagement by the concerned person, the learner. If it's always possible for the evaluator to propose some avenues for improvement, it is often preferred to leave the person proposing them. In learning situation, normally the learners don't know what they have to learn as long as they didn't learn it yet; the choice of the learning track belongs then to the educative instance. In contrast, the learner knowing his capabilities and work rhythm, his learning modes and the resources he has, he's better in determining the parameters under which he can act to improve his approach. The instructor will ensure then that the learner will agree to make these changes, eventually in specific delays. In this last phase of feedback process, the instructor will make some applications and pose specific closed questions to get clear participations by the learner.

## 6. Conclusion:

We have started this study by an analysis of the main communicative education parameters in distance learning, because these technologies are called "of information and communication". As we tended to implicitly prove it, the communication is not simply a matter of technical transmission of signals. The human relations play here a primordial role.

We have emphasized the importance of realizing the asymmetrical relation between the educative instance and the learner regarding the egalitarian relations between learners. We tended to show that among the optimal obstacle of the communication, the reciprocal perceptions were not the least regarding the technical obstacles and semantic ambiguities. About the verbal statements, we tended to highlight that besides the semantic aspect, they also involve relational aspects between speakers. Then, we insisted on the group process regarding the collective and collaborative learning. Finally, we recalled the importance of questioning, listening and feedback for the maintenance of constructive exchanges in the direct learning context. On the other hand, if we want to optimize the distance learning as a particular form of the communicative education, it's important for the implemented devices to be designed according to these communication basic principles, in the same way, if not before, their ability to transmit knowledge.

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