MODELS FOR TEACHING COMMUNICATION

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Abstract
The INTERMAR is a project in marine academies across Europe to promote more effective communication across different languages, cultures and customs. This article considers some of the theories that have led to a communicative approach that involves both inter-comprehension and production. These are reviewed to inform teaching methods, reflecting the philosophies and practices across time. They include: The Archetype Model, Critical and Creative Thinking and the Communicative Approach - each having an emphasis that is relevant for teaching transferable abilities in particular contexts such as is required in contexts where many languages are spoken. This article discusses the theoretical ideas that underpin teaching practices, using the three approaches to teach key competencies for both personal and academic success. The Communication Opportunity Group Strategy, developed at the University of Leicester, demonstrated a holistic approach which was successful across all subject areas, and incorporated the ideas of the other two models. Therefore, this strategy introduces the discussion and elaborates the concepts involved in understanding informal and formal communication and aspects of language and para-language which are involved in understanding.

Introduction
The Communication Opportunity Group Strategy (COGS, Sage, 2000a) is a framework for teaching transferable (success/coping) abilities for all ages and abilities and works for all subject areas. It evolved from a Medical Research Council study (1980-90) to look at why 200 students in Middle England were failing in school when teachers thought they were of normal intelligence. The research results suggested that although these youngsters had adequate informal communication to cope with everyday demands they had not achieved the formal, literate level required for higher level thinking. This requires the ability to select and assemble quantities of information from verbal and non-verbal sources for specific purposes like problem solving, controlling behaviour, carrying out and completing tasks alone, describing, reporting and explaining. This level of communication and language use is necessary for the acquisition of secondary linguistic levels such as literacy and numeracy which evolve from formal oral experiences (Sage, 2000a). In the teaching of a language in schools and colleges, the structure is targeted
with less attention to its wide range of informal and formal purposes, performance and uses.

From this study the COGS evolved to find a model of teaching that could facilitate formal communication for both children and adults. The National Vocational Research Council had observed work with children and funded studies with adult learners in 1994. Over the last two decades small scale research studies have overwhelmingly proved the effectiveness of the approach in raising personal and academic standards. These are typical remarks from participants, parents and teachers who have been involved with the scheme (Sage, 2007, 2007a).

Participants:

‘I can follow lessons now. I’m not afraid of asking or answering questions’. (8 year old)

‘I love the COGS style of learning and look forward to the sessions. I talk better and certainly have speeded up my understanding. The whole experience has been brilliant’. (16 year old)

‘COGS was introduced into school by our Head teacher. Some of the teaching assistants asked if they could have a group for their own self-development. It has totally changed my thinking. I have more knowledge of what is needed to learn well and feel more confident about my approaches to others. It is the best thing I have ever done and improved both my work and my social life’. (Teacher Assistant)

Teachers:

‘We ran a COGS group for talented and able students who were underperforming. Thirty of them attended a ten hour course over one term and the results having been astounding. They have suddenly become energised and engaged and instead of hitting the B grades are now achieving A+. All thirty students have shown immense improvements’. (Head of Department – Senior School).

‘After seeing the benefits of COGS on both behaviour and academic achievements we now have a policy that all children have this opportunity within their curriculum’ (Head Teacher).

‘We have used the COGS model to differentiate tasks in class and have taught the class-room approach with quite amazing results. The behaviour and engagement of the students is better and the teachers using the strategy are saying their life is now much easier’. (Primary School Teacher).

Parents:

‘Since my daughter started COGS she has not looked back. Suddenly from school being a chore and a bore it is something she enjoys. Her behaviour has improved – she is less disruptive in class and her work is now above average rather than below’. (Father)

‘My son is a slow learner but has really picked up after attending COGS. Confidence has improved and he talks more and understands things much quicker. I am so relieved!’
‘Our first language is Russian and my son has a hearing problem. COGS has given him the extra opportunities needed for him to access the curriculum. He is a different boy now after attending the group. He enjoys school rather than hates it.’

Understanding informal and formal communication

Consider these two communication forms in order to understand the use of informal and formal communication registers.

1. **Context:** A supermarket. A *conversation* between Rosie and the Shop Manager.

*Rosie:* Excuse me - have you any more of these? This seems the only one left.
*Manager:* Oh! I’ll just check. Chris, can you see if we have any more? ... I’m so sorry - this is the last one. We’ll have our next order on Thursday.

2. **Context:** Report on a visit to the supermarket in order to buy flour for bread-making.

Having been away for a week, I noticed on my return that we had run out of bread flour. We make our own bread so I rushed to the nearest supermarket in the next village to buy ingredients. On searching the shelves I could only find one bag of bread flour so went to the till and asked the shop manager whether they had more in stock. She called Chris, an assistant, who went to look but returned to tell us that the stock had all been sold. Apparently, bread flour is popular and goes as soon as it hits the shelves. I was told that a delivery in three days time would mean that stocks would be available when the shop opened on Thursday, so I thanked both staff, paid for the last bag and resolved to visit the supermarket early on the delivery day.

**So what is revealed in these communicative exchanges?**

The first oral communication is unplanned, informal and totally dependent on the context for understanding. Most of the meaning derives from the context and props (bag of flour, shop layout etc.) so it is impossible to comprehend from the words alone. The communication is implicit and dependent on shared understanding and knowledge of the conventions of shop discourse.

The second exchange is quite different, as it formally reports events away from the context in which they happened. It could be a spoken explanation to someone or a written one. So, at this literate level of thinking, organising and expressing ideas, the key to listener/reader understanding is bringing together a sequence of events. The language is more explicit because it is necessary to describe the scene - locating the context, characters, actions, reactions and results - in what is known as *narrative thinking and structure*. However, it is impossible to report every detail and understanding depends on the ability to *infer, refer and cohere* information from many sources.

What are these *information* and *opinion gaps*? For example, one has to imagine how the bread is made – by hand or machine, the ages of the characters, the sex of the
assistant (*Chris could be male or female*), the attitudes and manner of the exchange. We have to *visualise* or picture the scene in our minds in order to understand what is said. It is necessary to know who is *referred* to from words such as *we, she and both*. Ability to assemble the information (*cohere*) gives the gist of the story for its retention and retrieval, depending on imagination and previous knowledge and experience.

This narrative form is learnt through formal talk opportunities, like meal-times, when people review experiences - telling, retelling, reporting, explaining and discussing events. Acquiring *literate, informative talk* is the vital step into the secondary language activities of literacy and numeracy which depend on ability to deal with conceptual, declarative and procedural knowledge and their causal connections.

Unfortunately our frenetic lifestyle, today, means we have fewer opportunities for formal talk. We speak a third less than in the time of Shakespeare (Crystal, 1994). For example, people do not eat regular meals around a table. We eat and watch television rather than talk, with visual images dominating, so that primary understanding is not gained from words but from pictures. Our habit of communicating largely by email, chat rooms, text messages and twitter means we are not experiencing the nuances of exchanges from voices, facial expressions, postures, gestures and manner that give words their meaning. Lack of face-to-face formal exchanges not only restrict chances to share ideas, review and refine thoughts and opinions but hamper full understanding of events leading to poor judgment and decision-making. Also, many doctors attribute our increasing mental health problems to a decline in extended talk and its role in helping us cope with day to day problems for gaining the support of others (Sage, 2010).

**Theories informing the teaching of success abilities**

Success abilities are difficult to grasp because many types are identified. Traditionally, they have focused on inter and intra personal *communication and social competencies*. Now, they include *learning and study skills, numeracy and technology, self management and assertion* plus cultural and community awareness. They are also known as *life/coping/transversal competencies* and as basic to effective personal and academic performances are defined as *transferable* abilities. Demands to master these have come from different sources such as employers, educational validating bodies, governments and the European Union, pinpointing inter and intra personal *communication* as core processes (The Quality in Higher Education Project, 1993). More recently, the Career Builder (2009) has collected views from employers saying that limited communication is a deal breaker. This suggests that teaching must focus on communicative development as the basis of learning and future employment.

INTERMAR encourages the use of cognitive and linguistic strategies learnt in Mother-tongue and three theories are useful to consider as a model for approaches to teaching: *The Archetype model, Critical and Creative thinking* and the *Communicative approach* - each having an emphasis that is relevant for teaching transferable abilities in particular contexts and across subjects, ages and ability groups (Sage, 2011).

**The Archetype model (personality theory)**

This theory is based on the idea that within us are innate dispositions (person attributes). As inherited potentials they are manifested in images, behaviours and interactions with
the outside world. Originally discussed by Plato (427-347 BCE) as ‘ideal forms’ they were later presented by Karl Jung (1875-1961) as the subconscious instincts with which we are born, acting as organizing principles for what we see, hear, feel and do. This has led to us believing that the image of the ideal human face is an Archetype, helping us to recognize and analyze our species. The mother Archetype is another example of our ability to recognize the ‘mothering’ relationship. Basic Archetypes described by Jung are:

**The Shadow** – our ‘dark side’ deriving from past pre-human concern for survival  
**The Anima** – our communicative need to love and be loved  
**The Persona** – our public image (*from the Latin word for mask*) as the person we show to others  
**The Self** – our development of a harmonious personality to fulfill aims

The purpose of such analysis is to understand oneself better in order to relate to society and the environment successfully. Jung went on to develop the personality typology of *introversion* (preference for one’s internal world) and *extroversion* (preference for the external world of people, things and activities). Such thinking has been introduced into the **Myers-Briggs Type Indicator**, a popular test of personality used widely in career guidance and job selection across the world.

The Archetypes have proved useful in the analysis of myths, fairy tales and literature in general as they capture basic units of self expression and refer to deep structures of the human mind. It has been suggested there are only so many stories and characters in the world and we just keep rearranging the details to suit circumstances. From this theoretical perspective we are born to see, hear, feel and process information in a specific way because of how nervous systems are organized. Jung begins at the highest level (the spiritual) and derives the lower levels of psychology and physiology from them.

Critics of these ideas suggest that they leave little room for chance, accident or actual circumstance with personality and life in general over explained. Therefore, there is a view that such personality theories may be out of touch with world reality.

**Review of the Archetype theory**  
The model assists learners in developing understanding of themselves and others; expressing viewpoints and facilitating social and cultural awareness from literature’s content. The method:

- encourages associations and links with a person’s own experience  
- shows the interrelation of everything through the collective unconsciousness  
- facilitates self-awareness and the solution of problems for successful development

The theory suggests that innumerable mythical persons reside in our psyche and their images are behind the fact that they are something more than personal or human. In the last two decades there has been increasing certainty about the physiological basis of Dr Jung’s typology of brain functions in the four main areas of the cortex: *Speech*, as expression of thought, in the Left Frontal lobe and *sensation* at the back with *intuition* in the Right Front and *feeling* at the back. We all appear to have a lead function as one area is 100 times more efficient. Over development of the other three is said to lead to falsification of type and the possibility of emotional problems. This implies teaching must recognize and support the differences amongst people.
The Cognitive model (Critical and Creative thinking)

The concept of thinking has been developing over 2,500 years. The term ‘critical thinking’ is rooted in the mid 20th century. In a seminal study on Critical Thinking and Education, Edward Glaser (1941) defined two aspects: 1) A disposition to consider thoughtfully the problems and subjects that come within experience. 2) Knowledge of the methods of logical inquiry and reasoning with skill to apply them. Glaser emphasized the ability to bring together information, comprehend words (from attitudes and values behind them), using language accurately, clearly and discriminately so establishing its links with thinking. However, language and its associated capacities are normally located in the left brain. Because speech and language express thinking and reasoning, scientists have traditionally regarded the left as the major hemisphere for thinking with the right as the minor one. Roger Sperry’s split-brain experiments (1960s) changed this view. By cutting the corpus callosum, the nerve cable cross-connecting both hemispheres, Sperry isolated them to show their differing functions, evidenced further in people with brain injuries.

On the right side, we have one way of knowing. In this mode we ‘see’ imaginary things (mind’s eye) or recall real ones. Imagine your favourite food – its colour, shape, taste and smell. We ‘see’ how things exist spatially, understand metaphors, imagine, fill in information/opinion gaps in talk/ text, combine ideas to make new ones and assemble meaning (synthesize events). If something is too complicated to speak about we gesture. Try describing a spiral pole without hands! Images (‘seeing’ within) are personal, idiosyncratic, non-verbal ways of thinking intuitively, holistically and metaphorically (Edwards, 1979). We call this the ‘seeing/feeling’ brain, using it to communicate with ourselves and understand whole things/events in creative, lateral or narrative thinking.

The left side works oppositely. It analyzes, abstracts, counts, marks time, plans in steps and makes logical statements with words. So, if apples are bigger than plums and plums bigger than currants, we say that apples are necessarily bigger than currants. This illustrates the left brain’s critical, linear thinking mode: analytic, sequential, objective, symbolic and verbal. It is the ‘saying/listening’ brain communicating thoughts to others conventionally (Edwards, 1979).

Brains are functionally asymmetrical with the left controlling the right body side and vice versa. This duality of human nature and thought has long been debated by philosophers, scientists and teachers. Divisions have traditionally been made between thinking and feeling, intellect and intuition, objective analysis and subjective insight (Edwards, 1979, Sage, 2000a). Political writers say that people analyse good and bad points of an issue but then vote from their guts, demonstrating that feelings over-ride facts. Science abounds with anecdotes about trying to figure out a problem and the answer then presented metaphorically in a dream. The 19th century mathematician, Henri Poincare describes this: ‘One evening I drank black coffee and could not sleep. Ideas rose in crowds. I felt them collide until pairs interlocked’ (Edwards, 1979, page 35). So an intuitive solution was made to a puzzling problem. We experience this when suggesting someone’s words seem okay, but something tells me not to trust them.

Such intuitive observation shows that both brain-sides are processing the same information differently. In the right brain mode of information processing we use intuition and insight without figuring things out logically. An example is the shout, ‘Eureka’ (I’ve
attributed to Archimedes and his flash of insight while bathing, enabling him to formulate the principle of using the weight of displaced water to determine that of solid objects. So, the right hemisphere mode is intuitive, subjective, relational, holistic and time-free with the important role of assembling the meaning of messages by bringing together verbal and non-verbal information. It is given short shrift in learning. Education has been designed to cultivate the verbal, rational, on-time left hemisphere, leaving half the brain of every student virtually neglected (Sperry, 1982). Such differentiation of cognitive function is now well supported with interest shifting to the network of connections that influence activities so valuing both critical and creative approaches to learning.

Review of Cognitive theory
Educators acknowledge intuitive, creative, lateral thought in developing transferable abilities but schools and colleges are structured in left hemisphere mode. Teaching is sequenced; students progress through year grades in linear direction. Subjects studied are mainly verbal and numerical following strict time schedules. Learners, seated in rows, converge on answers judged right or wrong by teachers. The right brain (artist, artificer and free spirit) is lost in education and mostly untaught. Art, music and drama have a limited role but we are unlikely to find courses in imagination, perception, intuition, inventiveness or communication. Educators and employers value such abilities, assuming (wrongly) students will develop them from word analytic experiences. Some development occurs because survival depends on it but cultures strongly reward left brain performance so losing potential of the other half? Jerre Levy (1968) said that we may eventually destroy the right hemisphere with prescriptive teaching.

We are aware of inadequate verbal abilities (narrowly interpreted as vocabulary and grammar) that handicap people for life. What happens to the non-verbal right brain (responsible for assembling meaning) which is barely trained? Evidence supports a system that facilitates the whole brain, matched to natural stages of development. Right brain growth spurts from 4-7 years with the left kicking in after this. Learning problems arise from a limited right brain strategy because early left brain analytic focus hampers growth. The result is a strong grasp of facts but a weak grasp of meaning (Sage, 2003, Sivyer, 2007). High-achieving countries start formal learning after age 6 working with the brain's natural development and allowing freedom for right brain growth. So, thinking theory assists our understanding of learning and neglect of the creative mode provides a rationale and a direction for teaching.

Critics of brain-based approaches to learning suggest that research on lateralisation has been applied to promote subjects and products outside its implications, citing interventions such as neuro-linguistic programming. Nevertheless, specialisation of the two hemispheres is general to all vertebrates with the left categorising information and controlling routine behaviour and the right responsible for responses to novel events and expressing intense emotions. Finding ways to involve both brains in learning makes good sense for the development of our coping abilities.

The Communicative approach
The communicative approach builds on both personality and cognitive theories to emphasize levels of thinking and the needs of the context that influence how we problem solve and behave. Spoken communication is best represented by the transactional model, showing that we send and receive messages simultaneously (listeners respond non-verbally - facial expressions/gestures - to what is spoken) so recognising mutual
influence on interaction (Adler et al, 1980). The method defines informal (dialogue) and formal (monologue) communicating styles, with the latter dominant in formal education and dependent on well-developed narrative thinking and linguistic structures to express ideas coherently. Bruner (1965) and Beilin (1975) claimed that narrative (creative) thinking is the primary mode for understanding, assembling and judging facts, underpinning all human interactions. Context, characters, actions and reactions is our in-born schema for comprehending the world and witnessed in child role-play of events in order to deepen understanding. The approach recognises seven stages in this development, developed from observations in Child Development Centres in the UK (Sage, 2000).

These ideas were developed through UK Medical Research Council and National Vocational Council grants (1980-90) producing the Communication Opportunity Group Strategy (Sage, 2000a, b, 2003, 2006, 2007). It provides holistic teaching, based on narrative development, considering transactional influences (opportunity; personality; intelligence; attitude), emphasizing clarity, content, convention and conduct in performance. The approach is endorsed by researchers for its evidence base (Cooper, 2004) and its applicability across subjects, age and ability groups. In the IDIAL project, the UK used 3 groups of 10 pupils (13yr old) and 3 teaching methods (communicative (active), traditional (passive) or self-directed) in language and literature lessons. Before 10 teaching hours there was no significant difference on communicative competencies (p=0.6) but afterwards the communication group (COGS) showed a large increase in their performances compared with others (p = 0.000). Samples were small but reflect previous research supporting a communicative learning approach in developing thinking applied to a variety of situations, demonstrated in spoken and written activities.

Review of Communicative theory
Communication performance underpins all transferable competencies as explained below:

Communication and cultural awareness
How and what we communicate verbally and non-verbally is defined by context and culture that shapes attitudes, values and knowledge. Verbally are included message information and use of figurative, humorous and inferential speech. Non-verbally are voice-tone, pitch, pace, pause, power and pronunciation, that mark meaning, with body language indicating mood and feelings through physical appearance, gaze, posture, gestures and facial expressions. Spoken and written communicative genres have conventions to be learnt and applied appropriately. Dialogue has equal speaker participation and monologue one person in control, showing different role positions and talk patterns. Effective communicators must take account of these factors.

Learning how to learn
This defines the communication strategy. Learning is the gaining of knowledge, experience, attitudes and skills over time to achieve the previously impossible. Inter-related stages include new experiences and behaviours with reflection refining the embedding of new knowledge, understanding and skills. Implementation determines the purpose, identifies the procedures to achieve this and practises tasks. Our internal communication grasps the goal and steps to achieve it. A narrative schema, developed from formal talk, is essential for independent learning, providing the internal mental framework for assembling and sequencing events. This is known as inner language
defining the internal dialogue one has when completing tasks and without this, it is impossible to achieve something unaided.

**Mathematical, digital, scientific and technological abilities**
These are *secondary* language representational activities, acquired from the symbolic processes and narrative structures of primary speech. Coping with such tasks depends on gathering and interpreting information. Arithmetic operations, using ratios, percentages, indexes and statistical analyses (*tables, graphs, charts*) are based on *narrative schema* for data assembly. Computers and mobile phones use both *lateral* (creative) and *logical* (critical) thinking, following instructions to solve problems of information processing. So, mathematical ability requires high levels of declarative, procedural and conceptual knowledge used in a strategic, efficient and context-related way acquired through informative talk experiences.

**Social and civic engagement**
This aspect refers to social responsibility, requiring awareness and appreciation of community needs, diversity and inclusion. Knowledge and understanding, communicating, collaborating and cooperating experiences with others engender loyalty, reliability and commitment to common purposes. It is necessary to sublimate personal desires at times for the common ‘good’, considering others before ‘self’. Sharing views, feelings and attitudes is the foundation of social dynamics and taught in high achieving nations like Japan.

**Initiative and entrepreneurship**
This defines taking a lead in situations with motivation and commitment to see things through. Skills to promote and ‘sell’ one self, services or products are involved. Communicative abilities to assert, persuade, negotiate, make effective relationships, develop suitable administrative arrangements, time manage, present ideas to others and implement follow-up procedures are required. *Narrative, creative thinking* creates the vision and *critical thinking* structures its delivery.

**Review and summary of the discussion**
Transferable abilities involve *personalities, thinking styles* and the *transactional contexts* in which they operate. The three theories discussed are chosen to inform us about these aspects to provide the rationale for teaching approaches.

Personality and Cognitive theories are described as ‘within’ the person approaches as they concentrate on individual aspects of development. Communicative theories balance this, focusing on audience and the mutual influences of interpersonal transactions in contexts. INTERMAR builds on this, focusing on the strategies learnt through acquiring mother-tongue and applying these when communicating with others who speak a different language.

These three theories trace the history of our conceptual development about our selves and our world over time and each one provides us with rich insights to guide practice. However, any theory is limited by the state of present knowledge and how it is understood and applied within local and national constraints. Acceptance of new ideas into practice depends on the value placed on theoretical constructs and the personal and political agendas that help or hinder their acceptance. In Britain we consider communication as important but not fundamental to education in contrast to high
achieving countries who put great value on such development to the extent of having it as a curriculum subject along with philosophy and rhetoric.

In a study of student ability on entry to secondary school, Sage and Cwenar (2005) found that 80 per cent of students in a city comprehensive school had cognitive-linguistic levels of around the 5 year level at age 11. Sixty three percent of the 140 educators, in this large College, felt they did not have the communicative ability to deal with diverse classes and viewed this as a major issue in raising school standards. Training of teachers, therefore, is as important as the training of students. Since the implementation of the UK National Curriculum, in 1989, the focus for teacher training has been on how to teach for the Standard Assessment Tests. This has led to a decline in standards, as measured on international league tables. It is time to target the psychology of learning in order to understand how to change this position.

Prescriptive education has been evolving all over the world in recent decades. This has ensured that control over learning is largely in the hands of teachers, which hampers the imaginative and higher level thinking of students. This develops from formal talk experiences, such as re-telling information, informing, presenting or apologising and, in fact, any discourse that involves selecting and arranging a series of events in a coherent, structured way in order for listeners to grasp the message. The INTERMAR project has targeted issues of inter-comprehension to help learners to become aware of the strategies they use to understand new information and experience. This is so necessary at a time when learning has become more prescribed and narrowly defined. The results of pilot studies suggest that greater awareness of strategies of information processing lead to quicker learning and greater confidence. So, the project has relevance across all learning contexts.

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APPENDIX: Details of the Communication Opportunity Group Scheme

THE COMMUNICATION OPPORTUNITY GROUP STRATEGY

Why COGS? A justification

Communication is often misunderstood. Jill asked Jim to: 'put the ball in the basket', which stumped him as the ball was invisible. When told: 'find the ball in the box - put it in the basket', he responded. Jim had to solve the problem like this: 'the ball's to be put in the basket - can't see it - may be in the kit box. Yes, I'll get it and put in the basket'. Understanding and expressing a sequence (narrative) requires assembling facts and using imagination to fill information/opinion gaps. We need help as only 25% of communication is effective and personal and academic success depends on this.

Communication is more than exchanging words!

Speaking and writing reflect language, history, culture, customs and context. Voice tone, manner and gestures convey meaning prescribing how relationships are handled according to personality, intelligence, attitude and opportunity. Written words are mapped onto knowledge of how they are said for grasping meaning. Communicating styles vary across places, people and their positions. Mr. Sugimine from Tokyo attends a London meeting where principles are agreed but details left to subgroups which he thinks deceptive as Japanese debate until all decide. Similarly, UK performance targets are insane for Arabs as only God dictates the future. Actions speak louder than words and as unconscious are less distorted than speech. Take appointments with someone important. After waiting, you are kept an impersonal distance in the interview on the other side of a desk, indicating your lesser position and value. Subtle communication forms converge into a complex communication culture within person exchanges through words and actions to make meaning as shown below. So, Mr. Bill, the lawyer, wears smart suits, drives a BMW and lives in a £500,000 house communicating high education, salary, status and lifestyle that influence interactions with people.

Message systems within communication: Type and Characteristics
<table>
<thead>
<tr>
<th>Personality</th>
<th>Speech, voice, gesture &amp; manner reflecting background, intelligence, personality and values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions</td>
<td>Arrangements in society prescribing roles and status in exchanges</td>
</tr>
<tr>
<td>Sexuality</td>
<td>Male and female behaviour leading to differences in the way we respond to one another</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Feeding, caring, clothing and housing arrangements conveying who and what we are</td>
</tr>
<tr>
<td>Exploitation</td>
<td>Use of context and materials supporting what we say and do</td>
</tr>
<tr>
<td>Space</td>
<td>Strategies used reflecting needs of a situation such as a louder voice in a large lecture hall</td>
</tr>
<tr>
<td>Defence</td>
<td>Techniques to fend off hostile forces and keep our positions in interactions</td>
</tr>
<tr>
<td>Time</td>
<td>Cycles and rhythms of living that influence patterns of activity</td>
</tr>
<tr>
<td>Learning</td>
<td>Adaptation to demands reflecting ability to cope effectively in situations</td>
</tr>
<tr>
<td>Maturity</td>
<td>Balanced approaches to situations showing ability to take on board other viewpoints</td>
</tr>
</tbody>
</table>

**How we communicate and learn: informal and formal exchanges**

Informal communication is unplanned, equal dialogue between people with chances to clarify and control information. Formal discourse is planned, unequal monologue with one in charge and others more passive, giving less opportunity to control and clarify what is said. A huge jump exists between private dialogue and public monologue - moving from shared, supportive, implicit home exchanges to unshared, independent school/workplace ones. Public talk selects and organises topics for wide audiences, projecting voice dynamically over distance with gestural support. Employing conventions, acting appropriately and using audience feedback are vital, needing expert teaching for effective performances. Life used to be less pressured with opportunities to narrate experiences. Today’s frenetic existence allows no time for talk so we fail to develop formal listening and speaking. COGS supports learning/workplace needs.

**Learning is communication: Informal, formal and technical**

Informal learning uses unconscious imitation from listening and observing how others make relationships or needs known. A detailed communication system is passed on through generations without articulating rules. If imitation is interfered with informal learning is hindered.

Formal activities are taught by rules, rewards and punishment molding behaviour, such as: 'Girls, don’t do that'. Voice tone indicates the behaviour is unthinkable. Formal patterns are learnt when mistakes are made and corrected. Details, of a binary yes-no, right-wrong character are generally unquestioned.

Technical learning results from teaching large numbers, depending less on student aptitude and suitable models but more on how material is analysed, selected and presented to audiences. The critical factor is ability to produce/process narratives and grasp overall meaning. Experiences bring awareness of adaptation and change to perfect performance. COGS assists by enhancing communicative competences as complex processes are not reduced into simple, trainable habits but focus on the various systems through which we communicate. Generational understanding transmits through speech, forming concepts central to mental growth. Speaking sorts and assembles reality, develops thinking and regulates behaviour. Perception, attention, memory, imagination, consciousness and action are products of social experiences and communication with others and the foundation of all our coping abilities.

The COGS developed because we are often required to perform at a higher thinking level in literacy and numeracy than can be achieved orally resulting in learning problems. Many people struggle to process/express narrative events. The COGS assists narrative thinking, understanding and expression over 10 levels for preschoolers to post-graduates. Levels
are not tied to specific ages, using zones of potential development. Narrative thinking is developed over 7 levels with those at 8, 9 and 10 targeting professional requirements within principles of clarity, content, convention and conduct, taking account of individual intelligence, attitude, opportunity and personality. Ideas progress as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Idea development</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Record</td>
<td>Produce a range of ideas</td>
</tr>
<tr>
<td>2</td>
<td>Recite</td>
<td>Arrange simple ideas coherently</td>
</tr>
<tr>
<td>3</td>
<td>Refer</td>
<td>Compare ideas</td>
</tr>
<tr>
<td>4</td>
<td>Replay</td>
<td>Sequence ideas in time</td>
</tr>
<tr>
<td>5</td>
<td>Recount</td>
<td>Explain ideas – why? How?</td>
</tr>
<tr>
<td>6</td>
<td>Report</td>
<td>Introduce, discuss, describe, evaluate ideas</td>
</tr>
<tr>
<td>7</td>
<td>Relate</td>
<td>Setting, events, actions, results, reactions</td>
</tr>
</tbody>
</table>

In small groups of around 8 participants, the framework presents 5 tasks for each level: 4 oral and 1 written, the ratio in life. Specific abilities in particular communication acts and core competences are targeted. In the small group format, games relax and support development in a circle format that aids interaction. A tell, show, do and coach approach includes systematic sequencing of teaching with review, demonstration, guided practice and supportive feedback - proved as most effective in raising performance. To share meanings through talk there is a mixture of group and independent activity on the basis of what we do in co-operation today we can do alone tomorrow.

The setting is collective, with facilitator and students addressing learning together; reciprocal as both listen to each other and cumulative; building ideas into coherent lines of enquiry. The atmosphere is supportive helping free speaking, without fear or embarrassment. After an initial diagnostic session there are 8 hours of teaching and a final assessment session after which participants gain a certificate. Teaching can take place over 10 weeks but also has been just as successful on a more intensive basis over a day or week. Research has shown no differences in the methods of implementation. Narrative levels also provide a useful framework for differentiating subject tasks in large classes and the approach has been successful in language, mathematics and other curriculum areas. The large or small group format has been effective with diverse groups of children and adults including those with learning/social difficulties, the talented and able, English as a second language and management trainees. The approach is summarized below.

**Teaching transferable competencies using the communicative model**

The College of Teachers provides both face-to-face and on-line courses on how to use communicative teaching that develops narrative thinking and language expression within any subject lesson structure. The framework takes into account individual personality, intelligence, attitude and personality which can help or hinder interaction. Teaching tasks are provided at each narrative level within instruction, in order to allow students with a range of thinking and discourse abilities to understand and engage with the activities. The principle is to shift oracy into literacy by giving written tasks that match thinking and speaking levels. The diagram below describes the model for the approach.
MODEL TO ASSEMBLE INFORMATION & OPINION (Sage)

7 stages to the development of ideas

Personality
- Clarity: making ideas clear and interesting

Intelligence
- Content: ideas relevant for audience
- Convention: rules governing the exchange of ideas

Opportunity
- Conduct: impression ideas make on others

Supports personal & academic development

- Record: produce
- Recite: arrange
- Refer: compare
- Replay: sequence in time
- Recount: introduce, describe, discuss
- Report: introduce, describe, discuss, reflect
- Relate: setting, characters, actions, results, reactions