



UNIT 3.

VERBAL AND WRITTEN MESSAGES.

3XJUST PRINCIPLE

AIM

Presentation of the tips to formulate clear verbal and written messages. Presentation of the assumptions of the 3xJUST principle

IMONED consortium

Klaudia Miśkiewicz
ARID Association

Unit 3. Verbal and written messages. 3xJUST principle

3.1. Verbal communication

Verbal messages are the basic form of human communication. Unfortunately, the digitalization of the world, and therefore also education, limited the possibilities of improving verbal communication skills. A school is a place where the students can learn effective and clear communication and it is very important to include exercises connected to verbal communication in the teaching plan.

There are a few rules of effective verbal communication that are worth to be taught in a classroom:

- Think before you speak. Organizing your thoughts in advance will let you deliver information more concisely, logically, using words that correspond with what you want to say.
- Be clear and concise, which means: do not use convoluted sentences and words that you or your interlocutor cannot understand. The main goal of a verbal message is communication – do everything to let other people understand what you mean.
- Be aware of non-verbal communication – make use of gestures, facial expressions and tone of voice.
- Follow Paul Grice's 4 maxims of conversation:
 1. **Maxim of Quantity** – be informative: provide all the information necessary and leave everything unnecessary to the current need.
 2. **Maxim of Quality** – be truthful: do not say what you think is or can be false, do not say information for which you lack evidence.
 3. **Maxim of Relation** – be relevant: give information that is relevant to the topic, do not deviate from the topic.
 4. **Maxim of Manner** – be clear: avoid language which is difficult to understand with the words that your interlocutor does not understand; avoid ambiguous language that can lead to misunderstanding; be concise and brief, highlight the key points; convey the message in the order that makes sense, be logical.
- Listen carefully. In communication there are at least two parties. To make the conversation effective you should not only give a clear verbal message but also listen carefully to understand your interlocutor/s. Remember: communication is always between people, not in one of them. Follow the rules of active listening:
 - Do not make quick judgments when somebody is speaking. It is better to ask questions and try to understand your interlocutor's point of view.
 - Think about what the other person is speaking instead of thinking about what you are going to say next.
 - Do not speak until the other person has finished.

-
- If you are not sure if you understood what your interlocutor means, ask: “If I understand well, you mean that (...) Am I right?”

3.2. Clear and logical written information

Written communication becomes more and more popular because of the digitalization of the world. We write emails, messages on WhatsApp, Messenger, we post short texts on Facebook, Instagram, Twitter, etc. Thus, developing writing skills is a crucial task. Teachers should first take care of their own written skills to be an example to follow for their students. Then, teachers should focus on developing the written skills of their students.

There are a few tips that may help you and your students develop your written skills:

- Know your goal and express it. For example, when you need an answer to a question, write it directly in your message (“I would be grateful for the answer”). Do not expect other people to guess what you want from them.
- Adapt the form of your message to the recipient and purpose. Remember about formal and informal forms.
- Be concise and do not deviate from the topic. Clear messages give all the necessary information, not less, not more.
- Do not use complicated words, if they are not needed. Avoid convoluted and confusing sentences which may make your message difficult to understand.
- Highlight the most important things. You can use words (e.g. “and this is important”, “please, remember”) or use other techniques like different color, bold, italics, etc. When you write a longer message it is helpful to summarize the most important points at the end.

How to teach effective, clear and logical writing?

- Appreciate and demand correct text messages from your students.
- Regularly do short writing exercises with your students. Examples of the exercises:
 - Ask students to write for 3 minutes about a particular topic without thinking about grammar, form, etc. Then ask them to do the peer editing.
 - Show your students the incorrectly written texts. Ask them to find mistakes and correct the text to make it clear and logical.
 - Ask two students to write the summary of the lesson as homework. At the beginning of the next lesson they will read their work and the rest of the class will have the possibility to advise on how to improve the text.
 - Collaborative writing and collaborative editing – writing together is a way to learn from each other and develop also communication skills.
- Encourage students to read carefully – reading well-edited texts will facilitate writing, conscious reading incorrectly written texts will develop critical thinking and avoiding making similar mistakes.

3.3. The principle of 3xJUST

The 3xJUST principle evolved from business e-learning. It highlights three important features of e-learning:

| JUST FOR ME | JUST IN TIME | JUST ENOUGH |
|--|--|--|
| learning content is adapted to the student | learning time is adapted to student's needs, it is often chosen by a student | only necessary information is given at a particular time |

Those rules show the distinctiveness of e-learning from traditional learning forms. E-learning is more student-focused and therefore more effective.

Just for me

This refers to the individualization of the learning process and personalization of the content. Each student is unique, different things are important and interesting for him/her, each student has also individual learning needs. The “Just for me” rule is about flexibility – learning materials can be adapted to the student, basic knowledge can be expanded with additional elements. The role of a teacher is to prepare educational material diversified in terms of the method of communication, tools used and the content itself.

It is worth knowing that the “just for me” rule assumes great independence, self-awareness and self-motivation of learners. It means that such type of learning is not intended for everyone. But some ideas of this rule can be used during the preparation of learning content.

Just in time

This rule assumes unlimited access to the learning content. A student can use the materials when needed and do the exercises at a convenient time. In traditional learning, students must gather at the same time and they have very limited possibility to return to the content of the lesson. In e-learning, educational materials are available on a platform and can be re-watched, re-listened, re-read at any time. This enables students to learn at a pace that is tailored to their needs. The “just in time” rule refers also to the idea of “knowledge on-demand” – learning is an answer for a particular need, you learn when you need to gain knowledge or skills.

Just enough

This is connected with the idea of learning things that are needed at the moment. Students’ mastery of the educational material varies. E-learning gives the possibility to skip information and exercise that is already known and focus on new things that need more practice. In e-learning, the amount of additional materials is bigger so students can widen their knowledge of a specific topic. “Just enough” means enough to gain the learning goal, enough to learn a particular skill, enough to be effective.

Pros and coins of 3 x JUST

The 3 x JUST principle has its positive and negative aspects. The summary can be seen in the table below.

| ADVANTAGES | CHALLENGES |
|---|--|
| <ul style="list-style-type: none">• Speeds up the learning process• Aimed at practical problems• Facilitates the understanding and consolidation of knowledge• Adaptation to the needs of a specific student• Individualization of a learning process• Learning diversified with digital tools (movies, interactive exercises) | <ul style="list-style-type: none">• Requires the autonomy and self-motivation of students• Communication with the teacher is limited• Learning from others is limited• Less possibility of establishing interpersonal bonds• Long time inf front of the computer (possibility of health problems). |

References

- Barnard, D. (2021). *How to Develop Effective Verbal Communication Skills*. Virtualspeech. <https://virtualspeech.com/blog/verbal-communication-skills>
- Effective Oral Communication*. (n.d.). Toppr. <https://www.toppr.com/guides/business-communication-and-ethics/intro-to-business-communication/effective-oral-communication/>
- Efficient Ways to Improve Student Writing*. (n.d.). University of Wisconsin Whitewater. <https://www.uww.edu/learn/restiptool/improve-student-writing>
- Grice's Maxims of Conversation: The Principles of Effective Communication*. (n.d.). Effectivology. <https://effectivology.com/principles-of-effective-communication/>
- Miller-Wilson, K. (n.d.). *What is Effective Written Communication?*. <https://grammar.yourdictionary.com/style-and-usage/what-is-effective-writing-communication.html>
- Raczyńska, A., Edeł-Domaradzka, A. (2013). *Jak skutecznie prowadzić zajęcia na platformie edukacyjnej?*. Krajowy Ośrodek Wsparcia Edukacji Zawodowej i Ustawicznej.