

SIGNIFICANCE OF COMMUNICATION IN TEACHING LEARNING & SCHOOL EFFECTIVENESS

Dr. Meenu Sharma
Assistant Professor, Psychology,
Lovely Professional University.

Abstract: *Communication is a basis of any social behavior; it is the most significant factor in developing understanding of any phenomena. In education, quality of teaching-learning process is mostly depends on the how it has delivered to reach all learners for learning. The objective of this paper is to provide a basic understanding of communication as it occurs in the classroom. The emphasis falls on the relationship between communication and teaching as without communication, teaching and learning would be impossible. Thus, the objective of this paper is not only to provide an understanding of communication but also to show how communication affects the teaching learning process. And the standard of teaching & learning can only be improved if the teachings of human communication are improved, Consequently there is a need to provide a rational for the study of communication in the educational field.*

INTRODUCTION

Communication is an important part of teaching. It may be defined as the art of transmitting ideas and information to other with a view to make oneself clearly understood in teaching process. Teaching & Communication are inseparable. Teacher's success with student is to a large extent related to their competence and effectiveness communicators. Many variable and factor can affect whether or not some one learns in the classroom, but there is little argument that teacher's communication effectiveness is among the most important. Infact learning cannot occur without communication. Various researches reveal about the importance of communication for good school administration (Geddes, D. S. 1993). School administrators must be effective communicators in order to empower teachers. Garmston, R. J. (1995) written a article on '*Communication Education Enhances Classroom Instruction*. The persuasive art of presenting'. This article emphasizes the importance of non-verbal communication in pedagogy. On the other hand, in 1987, clive carree (1987) talks about the realistic context of talk in educational setup. The article by Eileen Mcsporrان (1997) "Towards better listening and learning in the classroom" emphasizes on the significance of communication for better learning. Similarly, Allen, M. & Berkowitz, S., Hunt, S., & Louden, A in 1999 studied that communication plays a significant role in improving critical thinking. In this study, impact of various methods of improving communicaiton skills for critical thinking also discussed. Another article by Carey jewitt (2001) explored the learning through various medium of communication such as audio, video & other multimodal of teaching. It is suggested that learning can also be take place through other medium and linguistic communication. In the last ten years, it is found that role of ICT is also taking a place in teaching & learning (Dela Pena-Bandalaria, 2007). Indeed, in today's time ICTs have influenced and is magic for delivery information, it's a demanding tool and solution in digital era for

communication (Alber, S, 2010). Various learning portal are formulated to deliver knowledge and are effective tool for communication in education.

IMPORTANCE OF COMMUNICATION IN EDUCATION

The main purpose of education include enhancing human capacity in society at large through training, research and service... advancing learning for its own sake through science, scholarship and creative arts, evaluating society, for the benefit of its self-renewal, through individual scholarship and persuasion.

All of these purposes imply a communication between society and the individual. In essence, society is concerned through its education system with acquiring knowledge, skills, transmitting its value and standards to the coming generation to safeguard the existence of that society. Education can thus be seen as communication process between society & the individual.

In the past i.e. education in ancient Greece, **Socratic method of interaction** was carried out in the form of a guided set of questions and answers through which the teacher sought to lead the student to knowledge and conclusions. Socrates, influenced by their teaching, took up the challenge and become consequently the most famous teacher in Greece through his dialogue, i.e. through communication.

Comenius in the 17th Century believed in the extreme necessity of having a 'right way of teaching', he saw the teacher as the 'centre' and instruction had to be fitted to the learners. Rousseaues in the 18th century continued this, later Pestalozzi emphasizes that the teacher was the instrument by which ideas were communicated.

According to Jurgen Haberman, a famous teacher because of his teaching said that communication is vital tool for satisfying the learners. Communication has a great significant from pedagogical aspect in teaching learning process. Later Herbart gave about four stages in instruction in his idea, in the communication process: Clearness, association, system & method. Today these four stages have been developed in to five by his advocates; **Preparation, presentation, association, condensation & application**, and it are necessary for the lecturer & student in the teaching learning situation to grasp these stage. The first half of the 19th century saw much idealist education who believed that good communication was essential in education process.

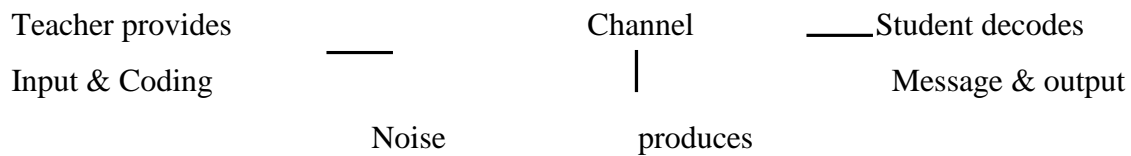
TEACHING LEARNING AS A COMMUNICATION PROCESS

Communication is a learned skill. Communication model was first proposed during the 1940s when the mathematician Shannon became interested in the problem of transmitting message over a communication channel.

A model of a communication system was proposed consisting of the following parts.

Input _____ Coding _____ Channel _____ Decoding _____ Output

Shannon subsequently published a book in collaboration with Weaver in 1949 on Mathematical Theory of Communication. They said there are primarily two types of person involved in teaching learning process: Teacher as a sender & Student as a receiver of message.



Encoding message and transmission through channels: The channel of communication should convey the message to student accurately. If the teacher is directly concerned with this, he may be using his voice as the channel of communication in conjunction with a variety of visual methods, e.g. blackboard. But symbols are only representations of events and not the events themselves.

Noise : In teaching and learning, there are many sources of noise that can make the message whatever channel of communication is being used. One quite considerable source of noise is perhaps the teaching environment itself. *Student decodes message & produce output* Students are also often expected to possess skills of note taking, writing up practical work, an ability to use books and extract information from them & skills of argument and discussion as sufficient background is helpful to produce output.

Feedback: Feedback matter a lot in education as they actually helps in reflecting teachers for improving their teaching methods. Therefore, communication should be a dynamic interchanges, interactive and participative so that each student can engage and can gives feedback, how the teacher's message have been acquired by them for learning acquisition.

PSYCHOLOGICAL ASPECTS OF COMMUNICATION

In the teaching and learning process communication between a teacher and a student is concerned with the, transmission of a message either to increase a student's knowledge or to change his attitude, his beliefs or his behavior in some way.

B. F. Skinner (1904) has long been concerned specifically with reinforcement as a basic factor in learning. His best known article which has a special bearing on teaching and learning as communication is '**The Science of Learning and the Art of Teaching**', (1954). In this Article, he defines the teaching situation as follows: "A student is "Taught in the sense that he is induced to engage in new form of behavior". He mentions that in order to do this there has to be some form of 'Teaching Machine' thus producing a situation to that of having a private tutors who insists on material being understood before the student is allowed to move on while allowing the student to work at his own pace. This communication of information by what is basically a linear question and answer sequence has become part of what is now known as the programmed learning movement.

There is now an increasing concern with the way student's process information, such as problem of internal process of the learners namely, motivation of learners, the need for feedback on his progress etc. These contain a mixture of factors most of which are capable of being manipulated directly by the teacher in designing communication with his students.

VARIOUS TYPE OF COMMUNICATION

Verbal communication: One of the most preferred communications in teaching is verbal, face to face communication. Process of verbal communication can be represented as

Teacher talks ----- > Student receive words

Here, message can be passed by the teacher simply saying words and the student passively receiving them. Teacher talk is not merely using the voice to deliver words but also includes the sound intensity, tone, pitch & rhythm etc. When a dialogue takes places, there will be a definite rhythm of length of talk, or lecture. The communication can be shaped into a discussion covering the main points of the subject under consideration.

Non verbal communication means communication between two individual or more but it type of communication doesn't involve any spoken language. It includes eye contact, body language and expression of eye.

Facial expression reveals a lot about the current moods and emotions of others. It shows emotions and attitudes of teacher. Use of head nod can be illustrated as reinforcement. Nodding the head as someone else is speaking serve as encouragement to continue.

Eye contact is a particularly important non-verbal skill which should be considered by teacher, since it can close the interpersonal distance between them and their students. When one person looks at the eye of another, a channel of communication opens between those two people alone.

Body language refers to the cues provided by the position posture and movement of other's bodies or body part. It also reveals much about other person's emotional states of specific information about other's feelings through gestures. Apart from these, breathing and dress a food indicator of inner feeling. Dressing is another means of non-verbal communication a lack of care about dress may indicate a disturbed inner state of a person while neatly dressed look in probably well in control himself. Therefore if teacher are aware of the non-verbal components of their teaching behavior, they tend to think that at is possible to learn of to control this and can modified in appropriate way in teaching.

Audio-Visual Communication

The teacher's concern is to pass information to the student as clearly and accurately as he can. Thus the teacher wishing to support more verbal description with audio- visual material is faced with a choice of using one or more

of the following:

Real Object and Models: Allowing student to view real object can be valuable, especially when they are set in their non environment. Our educational system is such, however, that it is difficult for students to go pit from the classroom or lecture room very often. Hence these things of some representation of them must come to the student.

Picture & Drawings: They have the advantage over photographs of real objects in that they can be simplified so that they can focus attention on specific areas or facets of the real things.

Diagrams: The diagrams is an even greater step away from reality, but is it extremely useful in showing the way in which things work & the way in which the parts of an object interrelate to make the whole.

Graphs and charts: They are useful to show selected value from table of data trends in the data can be shown clearly.

The overhead projector: this can be used for immediate use as 'blackboard'. Transparencies can also be prepared which show a basic visual which can be built up by overlays to more complex display.

E- Moderating: This is becoming a new way of teaching, particularly in higher education. The role of the on line teacher or trainer is often referred to as part of the 'human factor' of e- learning & is known to be a major influence on success. The concept of time, motivation, & the quality of support & training are the key factor in e-learning success

INTERPERSONAL AND GROUP COMMUNICATION

The Process of living in very great part consists of communicating with other people. Communicating with others is not simply a question of talking at them, for it involves an understanding of how they will receive ones message. Group work is thus largely a means of encouraging discussion between students. Students should be able to say what they feel & think in groups so that they can share their ideas with others.

Bligh et al (1975) listed no. of possible group interaction in his book "**Teaching students**":-

Brain storming: This is a small group method designed to produce creative ideas or a number of possible solutions to a problems. Members are instructed to express their ideas freely and in the initial stages not to be critical of any ideas produced. This method has the advantage that it can free student from the fear of expressing their ideas to others.

Buzz group: This is useful technique that can be employed between two students who happen to be sitting next to each other, or with a small group of people. Each one gives his thoughts on a particular topic to other in group. In this way a quick informal exchange of ideas is brought about. Student can share their ideas in a non- threatening environment.

Case study discussion: As it names implies, the group is given a case study, which can be details of a real – life situation or problem. The discussion of the material allows students to apply things learnt in other situations, to develop their critical facilities and powers of judgment

Examples classes: These are more formal than most group sessions. The group usually meets to consider a number

of questions or problems which it is given. Firstly the student attempt to work through these individually and then later they are discussed by the teacher.

Lecture Discussion: At the end of a lecture or lesson there is often a point where the teacher says, ‘any question?’ This is an opportunity for the group, which has probably been subjected until that moment to the uninterrupted discourse of the teacher, to ask questions on the material presented.

Tutorial: Here a small group of student meets a teacher for a discussion, usually without a central topic. Because of the anxiety of the students not to expose their ignorance before the teacher or their fellow students, nothing is said. The teacher then feels the need to fill the gap of silence. The tutorial should be the opportunity for free discussion and for interaction between student & student, and between student and teacher.

Why does communication breakdown:

Rich communication between learners and teachers is a vital part of the educational process. Teacher support learning by talking to learners, responding to what they have to say & forms suitable relationship. However, systematic observation of teaching & learning situations reveals that communication between learners & teachers often breakdowns. It can occur at different stages:

- When the teacher doesn't perceive & treat the learners as communicative
- when the teacher/learners doesn't understand what is communicated
- When the teacher / learners is unable or unwilling to respond
- When the teacher/ learners responds in inappropriate ways
- When the meanings are not built co-operatively.

The process of communication breakdown: When considering barriers to communication it is important to emphasize that a transmission model of communication is inadequate but it can also breakdown in its function to bond us. Through an analysis of observation of teaching and learning situation, it identified some of the complexities of the process by which communication breakdown. These are related to:

Inappropriate teaching (& learning) styles: In the school & other educational context, it is the teacher who has control of the material to be learned therefore teacher style significantly reduces the opportunities for learners to speak & co-construct meaning. Extensive use of directed talk can lead to breakdown in communication.

A lack of shared understanding between teachers & learners Giving learners a voice in the classroom is important in the genuine pursuit of shared understanding between learners and teachers. The actual lived experience of many young learners includes domestic & other crucial issues. Without a debate of these issue learners have little opportunity to reflect on their lives. Therefore a lack of shared understanding between teacher & learners can be associated with a breakdown in communication.

A failure to acknowledge & deal with the social & emotional aspect of learning.

Greenhalgh 1994; collins1996 & Johannessen et al .1997 has highlighted the importance of the social & emotional

aspects of learning. In the perceptions of students who had dropped out, however a major factor was a feeling that they had not been sufficiently supported by teachers. Therefore very act of learning involves challenging one own prior assumptions, this means that all learners feel vulnerable & defensive at some times.

COMMUNICATION: EDUCATIONAL DELIVERY SYSTEM IN MANAGEMENT AND ADMINISTRATION

Communication play significant role in educational management and administration Therefore there is need exist to provide following programme of Action at different levels that could improve educational delivery systems:-

International and national levels

Policy guidance on efficient modes of educational delivery; Organization of shared production of core educational materials and resources, including induction packages on learning, how to learn, and computer-based learning packages; Research on mass teaching techniques; Teacher training in new modes of educational delivery& Formative and summative assessment of software.

University executive level

For a for discussion and information dissemination; Strategic plan: the information base for decision- making on provision, Evaluation of existing facilities (including computers, video, E- mails etc.)& what is the state of the communication infrastructure, postal services, radio, T.V. in order to establish whether distance learning may be incorporated.

SIGNIFICANCE OF COMMUNICATION IN PRESENT SCENARIO

Effective communication is vital to success and it is core for everything, which has been accepted as the base of an educated individual since the ages. In today's time, effective communication is very much required to be effective in any profession. In education system, knowledge of ICT, online and virtual classroom in addition to face to face learning are required for effective communication for delivery teaching. Moreover, having good communication and knowledge of various apps, platform to make communication more effective is also required in present scenario in education system.

CONCLUSION

Good learning is a transformative learning and this can only takes places in the context of either nurturing relationship or open communication between teacher and learners. Therefore good communication is essential for good learning. For this learners needs to be actively engaged for the interaction and it is important for the teacher to recognize when they communicate new information to their students that each student receiving has a sufficient understanding of the background and the context of the communication. We as human, are distinguishes due to good communication, therefore, teacher need to update knowledge & skills to be more competent in professional communication to deliver to students. Hence, effective communication can be instrumental for effective teaching in education.

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