Role of Communication in Teaching –Learning Process
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Abstract

The success of the teaching –learning process depends on the teachers' knowledge and the teachers' ability to transfer the same to the students. In other words, good communication skills are a good pre-requisite for a teaching profession. Communication major role in all walks of life, especially in teaching-learning process. It helps to transmit the knowledge from the teacher to the receiver apart from sharing of other ideas, thoughts and opinions. Again communication does not only take place by means of words : non-verbal communication or body language is equally important. In the present article, an attempt has been made on the process of communication in the teaching-learning process and some of the Noises (barriers) in the process of classroom communication.

Key words: communication skills, teaching-learning process, verbal communication, non-verbal communication, noise.

Communication, which is fundamental to human existence, may be defined as the process of passing information and understanding from one person to another. Hardly a moment passes when we are not engaged in communication. It refers to a process by which something is made common or shared .When we communicate, we share our point of view. For the a whole day, we are talking, listening ,writing, conversing with one another, making a point here, disputing a point there ,expressing opinions and feelings about something or reading and sometimes writing .Communication takes up about three fourths of an active human beings life and time.

The word "communication" finds its origin in a Latin word, 'Communis' meaning common. It includes transmission and interacting of ideas, facts opinions, feelings or attitudes .Again if we consult our Hindu scriptures ,the Sanskrit word, 'sadharanikaran' in Bharat's 'Natya Shastra' is equivalent to common or commonness in meaning.

Scholars and researchers have defined communication in so many ways, According to Keith Davies, Communication is a process of passing information and understanding from one person to another. Jacques defines, Communication is the sum total of directly and indirectly consciously and unconsciously transmitted feelings, attitudes and wishes .Louis. A. Allen says communication is the sum of all the things one person does when he wants to involves a a systematic and continuous process of telling, listening and understandings.

According to Peter Little, Communication is the process by which information is transmitted between individuals so that an understanding response results.

All these definitions of Communication indicate that there is invariably an exchange of ideas thoughts, opinions, and feelings in the act of Communication. It is transaction between two or more people so that they relate with each other.

Role of Communication in The Process Of Education:

Communication is a process of two or more people transacting with one another about their understanding or perspective on reality situation, people, experience etc. When A talks, B listens, and B replies A listens. The process goes on until both have said what they wanted to say and have understood each other. The transition from impulse to comprehension has been accomplished.

<p align="center">A --------------------------- B</p>

Education with its correlated activities of teaching and learning involves communication i.e. reciprocal interaction between the teacher and pupils,as channels of realizing its objectives. In this age of science and technology, where student populations amazingly increasing year by year due to population growth and democratization of education, fortunately communication with the help of educational technology has come to rescue us with wide range of hardware as well as software for tackling the problems. In short, students are enabled to "learn more in less time" meaningfully and to remember longer what they learn without sacrificing quality .Communication is always made with some purpose. This purpose of communication is encoded in the message and transmitted to its destination where it is decoded and response i.e. feedback made. Communication without any audience or destination is not generally made by a normal person. There are essentially four components in the process of communication .They are:

1. Sender or source ,technically called as 'encoder'
2. Message or signal
3. The medium or channel of communication.
4. The Receiver or destination or 'decoder'

Communication for Learning: Uses of Different Models: According to Wilber Schramn, the world famous expert in mass media and communication, there are at least four elements of communication (i) the source (ii) the message (iii) the channel and (iv) the destination. It is the traditional model.

Lasswell model: This model along with four components includes another component i.e feedback, which may be summarized as : Who says what, in which channel, to whom, with what effect. Translating Lasswell's model into educational situation ,it may be stated that who" means the teacher, the text book writer, the TV presenter ,radio broadcaster and so on ,say what means content of the lesson and text books etc., by what means donates face to face speech, pictures ,film slides, radio, TV etc, to whom are the learners and with effect means to get reaction or feedback

"SHANNON AND WEAVER MODEL:

It is a mathematical model includes:

Information sources –Transmitter signal – Received signal receiving –Destination

  Message encoder   Noise   Message Decoder

This model consists of five key components viz, (I) an information source which produce message (ii) a transmitter for transmission (iii) a channel which carries signals from transmitter to receiver, (iv) the receiver ,which reconstructs the signal into a message (v) the destination –the final consumer of the message ,A novel component is the noise source i.e. interference.

SMRC Model:

This model is developed by David. K .Berlo, which is used in various training programmes and emphasizes the psychological nature of Communication .In this model, source is considered along with communication skill, attitudes knowledge and socio-cultural context ,message includes content, treatment and code ,channel consists of eyes, ears, taste ,smell and touch. and receiver comprises Communication skills, attitudes, knowledge and socio-cultural context.

Types of Communication In The Classroom:

Communication in the classroom is to a considerable extent carried through language – spoken and written, while the former playing a relatively   greater role. There are mainly three types of communication, which are as follows:

(i)   Speaking-Listening: In this type of Communication interaction is face to face.
(ii)   Viewing-observing: In this type of Communication the source and receiver are often physically separated but share the ideas and feelings as in viewing T.V or films e.g. in distance education this type of communication is there.
(iii)   Writing-reading : The following diagram will give a functional organization of Communication in relation to the educational process:

The teacher   The Lesson   The pupil

The Source   Encode a   transmits a   Receiver   Receiver
                     Message   message   decodes   responds i.e
                                                   Message   learning

Information & ideas   By using   By speaking   Interprets
Making it part
To be communicated   words, gestures   or showing   & decodes   of
his
                          & pictures   in the light
knowledge

                                                                   of experience

          Lesson Planning   Teaching   Learning

Mere presentation of a message or a lesson by the teacher may be a Communication, but good teaching is more than Communication. It is not enough if the child merely repeats the same word conveyed to him. It is not effective unless it leads to true meaning. Classroom communication is not mere one-sided presentation of facts. It requires inter communication between students and teachers. There must be reaction and interaction with constant reciprocal feedback.

Barriers to communication: The factors that constantly influence the process of communication either help the process or adversely affect the process of communication. Noise in the communication system or teaching learning process may be caused by barriers to physical, intellectual and psychological. Clarity, simplicity, intelligibility of the message affect its reception and understanding. Thus the too slow, or too loud, too simple or too complex message may be regarded as noise presenting problems for understanding .Sounds, faint images, poor print, temperature, mechanical defects, body discomforts are also instances of noise.

There are different kinds of difficulties standing on the way of effective communication or teaching. The important of this are poor physical reception, inaccurate reading of feedback, verbalism (use of words without knowing their real meaning, pictorialism (showing plant growth in just ten minutes), dissimilar background experience, generation gap etc.

Role of the Teacher:

The teachers should try to do away with these difficulties through insight and experience. The modern teacher is no longer the monopolistic and authoritarian transmitter of knowledge .He is to inspire, to motivate, to guide and to stimuli. His role is not merely communicate the new knowledge, understanding and skills but to identify the pupil's needs and provide facilities for promoting his cognitive, conative and affective development.

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