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COMMUNICATION: A KEY COMPONENT TO EFFECTIVE TEACHING AND LEARNING IN NIGERIAN SCHOOLS

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Abstract.
This paper examined communication as a key component to effective teaching and learning in Nigerian schools. It highlighted the concepts of communication, teaching and learning. It examined the types of communication such as written, oral, non- verbal and visual communication. It looked at the departmental components of communication process which include the sender, encoding, message, the channel, receiver, decoding and feedback. The paper highlighted the functions of communication in teaching and learning as well as the barriers to effective communication in teaching and learning which include emotional disturbance, distractive mannerism, non- preparedness, teachers appearance, poor voice/ language, defence mechanism poor health conditions and low level of readiness.. The paper recommended among others that teachers should be well- prepared in terms of lesson plan, instructional materials, and organization of content before entering the class for teaching and learning to take place. Teacher- students classroom interaction should be encouraged for effective communication in teaching and learning to be achieved. .

Keywords: Communication, Communication Process, Communication Noise, Teaching, and Learning
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Introduction

Communication is the process which one adopts while sharing one's views with others. It is the process of transmitting messages or information from the sender to the receiver. For effective teaching and learning to be achieved, good communication skills are required from the teacher and the learner. Teachers need good communication skills for facilitating the learners and achieving good professional and educational goals. Communicating effectively with the learners creates a positive learning environment and fosters learners' success. According to Asrar, Tariq and Rashid (2018), communication is a way of transferring thoughts and ideas to other people. It is the act by which a person transmits or receives from another person information about knowledge, needs, desires and perceptions among others.

Proper and adequate communication in teaching and learning is the road map for achieving the set out goals and objectives. The significance of communication in teaching and learning cannot be over-emphasized. No matter how knowledgeable and skillful the teacher is and even the level of readiness to learn on the part of the students, the teacher factor especially in his/her roles in communication regarding what to teach is very crucial. Poor communication in teaching and learning can result in very little learning as well as inadequate understanding of the information and equally the collapse of class control (Osaat & Jac, 2019). Agabi (2002:48) rightly state that

> the quality of school product is determined first by the quality of students admitted into the school, the caliber of teachers employed to teach in the classroom, the quality of instructional materials, the level of resource maintenance, and the teaching environment. All these elements of production can be positively manipulated to yield the desired outputs through effective communication.

This means that the success of classroom communication most often depends on the teacher because s/he initiates classroom communication. As the initiator of classroom communication, the teacher needs to know his or her roles. The classroom teacher has closer

and frequent contact with the students than any other member of the school. S/he is expected to master the skills involved in effective communication. In this regard, this paper examines communication as a key component for effective teaching and learning in Nigerian schools under the following sub-headings; Concepts of Teaching and Learning, Concept of Communication and its Types, Components of Communication, Effective Communication in Teaching and Learning Environment, and Barriers to Effective Communication in Teaching and Learning Environment.

Concepts of Teaching and Learning

Teaching is a vital profession as well as one of the oldest professions. It is a process of imparting knowledge ,skills , values and attitudes to the learner by the teacher in order to modify or change his/ her behaviour and achieve desired outcomes (Onuoha-Chidiebere,2016). According to Mkpa (2009), teaching is a process of giving instructions or imparting knowledge, skills, attitude, and interests by a knowledgeable and more experienced person to a less knowledgeable and inexperienced individual. It is an interactive process that primarily involves classroom talks which takes place between the teacher and learners and occurs during certain definite periods. In fact, teaching is a process of guiding, directing and facilitating learning, fostering understanding, and encouraging critical thinking and problem-solving abilities in learners

Learning is the process of acquiring new knowledge, behaviours, skills, values, or preferences through study, experience, or instruction. It involves the ability to adapt to new information and apply it to different contexts, thereby improving one's understanding and capability over time. Onuoha-Chidiebere (2016) states that learning is a systemic process of receiving knowledge, skills, values, and attitudes through experiences, training and interactions for proper adaptation to the environment and effective utilization of the knowledge in diverse situations. It involves the acquisition, comprehension, and application of information, which leads to a change in behaviour or thinking. Learning can occur consciously or unconsciously, and it enables individuals to adapt to their environment, solve problems, make decisions, and develop personally and professionally. .

Concept of Communication

Communication is the general process of transmitting information from one source to another (Osaat & Jack, 2019). It is the process of exchanging of thought, messages or information through speeches, visuals, writings or gestures (Iruloh & Ernest-Ehibudu, 2014). Communication can be defined as a process through which information is passed from one person to another. It is the systematic process of transmitting of attitudes, feelings, insights, and acts to others with the aim of influencing or modifying their behaviours. One peculiar thing about communication is that it involves two or more persons, concerns the transfer of message and requires understanding of each other. According to Elekwe and Eze (2002:133), "communication is the transmission of messages or information from a sender to a receiver".

It is also possible to define Communication as the process that involves sending and receiving messages through the verbal, non-verbal visual and written methods. Thus, it is a two- way means of conveying information in the form of thoughts, opinions and ideas between two or more individuals with the purpose of building an understanding. It refers to the exchange of information, ideas, emotions and attitudes through verbal or non-verbal means between two or more than two participants.

Communication occurs in several ways but the five major types include:

a. **Verbal or Oral Communication:** Verbal communication occurs when one engages in speaking with others. It involves the use of language, it equally involves face to face interaction between the sender and the receiver. It is the most common and effective

means of knowledge acquisition. In verbal or oral communication, one of the most important skills is modulation of voice variation. This skill has three main dimensions:

i. Speech – refers to the rate of vibration of voice cords during speech.
ii. Volume – refers to the degree of loudness of the speech.
iii. Intonation – refers to the rise and fall of voice.

b. **Non-Verbal Communication:** Non-verbal communication is a communication that takes place without talking. A sender shows his/her intention through body gestures, eye contact, facial expression etc. Non-verbal communication can be used for effective verbal communication. It entails the use of body language, eye contact and gestures to convey information to others. It can be used both intentionally or unintentionally.

c. **Visual Communication:** Visual communication is the act of using photograph, art, drawing sketches, charts, and graphs to convey information. Visuals are often used as aids during presentation to provide helpful context alongside written and or verbal communication because people have different learning styles. It is the conveyance of ideas and information in forms that can be seen. In teaching, it involves the use of relevant teaching aids such as pictures, graphic, drawing, charts and electronic images.

d. **Written Communication:** Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. E-mails and chats are common forms of written communication. This is the formal method of communication. In teaching, the teacher presents his/her facts, views and figures on the black or white board while explaining things to students.

e. **Listening:** Listening is an active part in the communication process. By focusing on what the other individual is saying and engaging in the conversation, one is participating in active listening. To be a great communicator, one must master the art of listening. Listening does not just mean hearing or politely waiting for one's turn to speak. Rather when others are speaking, one should practice active listening, which means engaging the mind, while the person speaks.

Components of Communication Process

The components of communication process include: sender or source, encoding, message, channel or medium, receiver, decoding and feedback. The figure below represents the components of communication process.

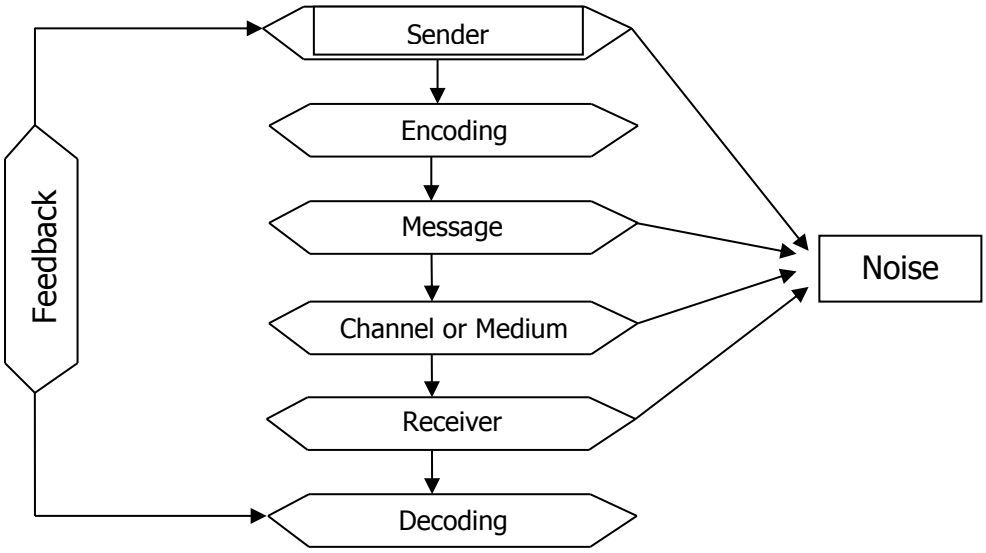


Figure 1: Components of Communication Process

a. **Sender:** In the communication process, the sender is the first person. The sender is the source of information and the person who delivers messages. A sender may be a person, a manager, a non-manager, a department or an organization itself. Basically, a sender is the initiator of the process of communication. One formulates the message through his idea, needs, intention and source which s/he wants to communicate with his/her receivers. According to Elekwa and Eze (2002), a sender is a person who gathers information from the environment or from his/her reservoir of previous experiences and encodes them for transmission. This means that the sender must conceptualize the message before it is encoded. The sender needs to be clear about the message s/he wants to communicate and its importance. The sender must be confident that the information to be impacted is useful and accurate.

b. **Encoding:** The second step of the communication process is encoding the message. Encoding is the process of giving form and meaning to the message. It means selecting the means through which to deliver the intended message. In encoding, the sender of the message selects the appropriate words or non-verbal techniques to convey the idea into message. This stage means putting messages into a format that one can send and that the receiver will be able to easily understand or decode. The success of the message will depend on the ability to convey information clearly and simply and to eliminate areas of confusion. For example, it is important to be aware of any cultural mismatch between the sender and the receiver. Avoid making assumptions about the receiver's existing knowledge of the subject matter. Lastly, one should steer clear of gaps in the information that requires a mental leap. A key part of being a successful encoder is knowing one's audience. Failure to understand and respect an audience will likely result in one's message falling flat and being misunderstood, dismissed or even ignored.

c. **Message:** The output of the encoding process is the message. The message is the subject material that the sender wants to communicate to the receiver. The message is also known as the "heart of communication" because without a message, there is nothing to exchange. A message may consist of facts, opinions, ideas, requests, and suggestions of the sender. The sender expresses his/her views, ideas and facts in terms of message either in writing or verbally to the receiver. The message carries the meaning of the thought converted into symbols. One single message may carry several meanings. Put in another way, one message may be prone to several interpretations, in which case, each receiver of the message selects the meaning that suits him or her or interprets it in the way it suits his/her level or mode of understanding and previous experience. If the sender expects the receiver to understand the message the way s/he (sender) wants it, s/he must encode it properly using the language, symbols and channel appropriate to the receiver's level of understanding and background experience.

d. **The Channel/Medium:** This refers to the selection of the appropriate platform through which a sender conveys his/her encoded message to the receiver. It bridges the gap between the sender and the receiver in communicating messages of common interest. According to Elekwa and Eze (2002), channel is the track or network of track connecting the sender with the receiver. The medium must suit the message. To communicate a message, different media can be used on the basis of their effectiveness. For example, oral communication can be done through telephone, group discussion whereas written communication can be done through the means of letters, memos, reports, newspapers etc. The choice of a suitable mode of communication depends upon the sort and quality of the message. There are countless different channels that can be used to send messages. Verbal communication channels includes; face-to-face meetings, telephone and video conference, while written communication, channels includes e-mails, letters, reports, instant message and social media posts. Videos,

photos, illustrations or charts and graphs can be included in messages to emphasize the main points.

e. **Receiver:** The one to whom the message is directed is the receiver. The receiver is the second person in the communication process. S/he is the person, who receives messages, understands the same and takes the necessary steps for a response. The receiver is the person that receives the information and derives meaning from the message. From the technical point of view, communication becomes complete only when the message is received and understood by the receiver. Thus, an effective message must be receiver-oriented not sender-oriented. A recipient does not acknowledge a message until s/he gets the exact meaning of the message.

f. **Decoding:** Decoding refers to the process by which the receivers translate the message into terms meaningful to them. It is the means of understanding messages by the receiver. In other words, decoding is termed the transmission of understanding between the sender and receiver. This is the act of interpreting the message by the receiver. This is the act of interpreting the message by the receiver. The receiver's outlook, experience and attitude play a vital role in decoding a message. It is essential to get knowledge or meaning of the message as per the intention of the sender. If words in letters, reports, circulars, newspapers etc are decoded not in accordance with the sender's intention, they would be misinterpreted, and this may create a misunderstanding between the sender and the receiver. The effectiveness of communication can be realized only when the receiver is able to decode the message in accordance with the sender's intention. Successfully decoding a message is as much a skill as encoding it. To accurately decode a message, one needs to take time to read through it carefully or listen actively to it.

g. **Feedback:** The process of communication cannot be complete if the responses of the receiver are missing. It enables the communicator of a message to know whether the message has been received and interpreted in the same manner as directed. Feedback is the last step in the communication process. It decides whether the message is surely understood and whether the necessary effect is observed by the receiver as meant by the sender. When the receiver is able to decode the message received from the sender, s/he provides responses on time. The sender is required to send information in simple and clear orders by thinking about the receiver's views. The success of the communication process can be measured only when the sender is able to receive a positive response from the receiver. An effective feedback to the sender completes the process of communication.

Effective Communication in Teaching and Learning

Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge and data so that the message is received and understood with clarity and purpose. When we communicate effectively, the sender and the receiver feel satisfied. For communication to be effective, it must be clear, correct, complete, concise and compassionate. Effective communication is the process of successfully exchanging information, ideas, opinions or other types of messages between two or more people, resulting in mutual understanding. In order to communicate effectively, participants should be able to understand the message being conveyed as well as the emotion, intention and purpose behind the message. Effective communication is the ability to have a conversation with another person in an engaging way that is focused, consistent and offers value. A Teacher who is able to communicate well with students can inspire them to learn and participate in class. Communication can make or break his/her connect with students. The lack of effective communication skills has a negative impact on the persona as well as professional life of the teacher.

Teacher's knowledge and his/her mastery over communication skills are helpful for the educational and behavioural development of the students as well as the teacher's development. Effective communication skills are really important for teachers in transmission of education, classroom management and interaction with students in the class. To teach in accordance with the ability and capability of the students, a teacher needs to adopt such skills of communication which motivate students towards their learning pocess (Sng, 2012). Effective communication in teaching is creating and building a conducive environment where teachers and students can freely communicate with each other.

In a school, communication plays a vital role in ensuring the institution's smooth operation and success. Effective communication in teaching is not just a matter of passing information but it is the backbone of a well-functioning school system. Essential roles of teaching and learning are carried out through effective communication. Figure 2 represents the main functions of communication in teaching and learning.

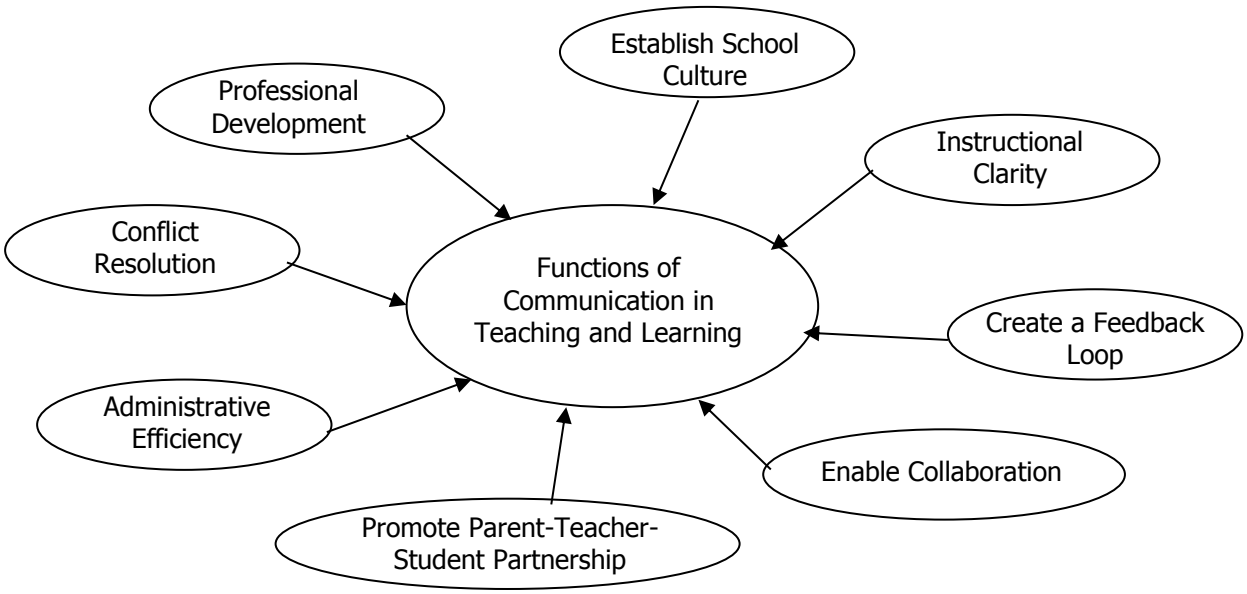


Figure 2:

a. **Instructional Clarity:** One of the functions of communication in a school setting is to ensure instructional clarity. Teachers must convey their lessons, expectations and objectives clearly to their students. Effective communication helps bridge the gap between a teacher's knowledge and a students' understanding. When teachers use clear language and various teaching aids to convey their message, students are more likely to grasp the concepts being taught.

b. **Feedback Loop:** Since Communication is a two-way affair, teachers not only impart knowledge but also need to receive feedback from their students. A well-functioning school encourages open communication channels for students to ask questions, seek clarifications and provide feedback on their learning experiences. This feedback loop helps teachers tailor their teaching methods to meet the needs of their students more effectively.

c. **Collaboration:** Teachers rarely work in isolation. Effective communication among teachers is crucial for curriculum development, lesson planning and sharing best practices. When teachers collaborate, they can pool their experiences and expertise to create a more enriching learning environment. Communication enables them to work together seamlessly towards a common goal – the holistic development of their students.

d. **Parent-Teacher-Student Partnership:** Schools are not just places of learning for students. They are also integral parts of the larger community. Communication between teachers, parents and students are vital to ensure students' academic progress and overall intellectual well-being. Regular parent teacher inferences, newsletters and digital communication tools enable teachers to keep parents informed about their child's academic journey, strengths and areas needing improvement.

e. **Administrative Efficiency:** Efficient communication within the school's administrative staff ensures that daily operations run smoothly. From scheduling to resource allocation, a well-functioning school relies on clear and timely communication. Teachers need to be informed about important administrative matters such as changes in the school calendar, or safety protocol to ensure a safe and productive learning environment.

f. **Conflict Resolution:** In any school setting, conflict can arise between students, parents and even teachers. Effective communication skills are essential in resolving these conflicts amicably. Teachers often serve as mediators and their ability to communicate tactfully and empathetically can make a significant difference in maintaining a harmonious school environment.

g. **Professional Development:** Teachers are lifelong learners and communication plays a critical role in their professional development. Through workshops, seminars and peer discussions, teachers can enhance their teaching skills and stay updated with the latest educational trends. Effective communication helps teachers connect with their colleagues, share ideas and continually improve their teaching methods.

8. **School Culture:** Communication shapes the culture of a school. A culture of respect and commitment to learning is nurtured through clear and positive communication. When teachers model effective communication students learn valuable interpersonal skills that serve them well beyond the classroom.

Barrier to Effective Communication in Teaching and Learning

Sometimes, several factors affect the effectiveness in classroom communication. These factors may distort or block the messages or reduce the quality of information. These factors are referred to as "Noise".

Noise is defined as anything that interferes with the communication process between a speaker and an audience. Any impediment to effective communication is referred to as communication noise. Noise makes it difficult for sender and receiver to communicate effectively. Because noise interferes with the effectiveness of communication, it is also called communication barrier. Noise can be external (physical sound) or internal (mental disturbance) and it can interfere with communication at any point. Noise in communication is defined broadly an anything that prevents a receiver from fully comprehending a message. In fact, interference in communication is referred to as noise.

Types of Noise in Communication

The following types of noise can disrupt communication and draw audience's attention away from the message. They include:

a. **Physical Noise:** The external and unnecessary sound that impedes effective communication is referred to as physical noise. It is also a communication interruption caused by the environment. Environmental noise can be a major impediment to clear communication. Passers-by who are talking loudly, music, traffic or children playing are all examples of physical noise. As a result, physical noise is also referred to as environmental noise in the communication process. For instance, a simple phone ringing can distract a listener, causing him/her to lose focus while on a conversation. During teaching, annoying whispering and classroom sidebar conversations can

interfere with the ability of the instructor and other students to focus on the material. Physical illness, hearing impairments, being under the influence of drugs or alcohol or being tired are all examples of physical conditions that can impede effective communication.

b. **Semantic Noise:** Semantic noise is a communication barrier caused by misunderstandings about the meaning of words. It results from complex, technical or grammatical communication errors. Semantic noise occurs as a result of the message's different meanings between the sender and receiver. It also refers to any grammatical error that causes the receiver to be unable to understand the meaning. It also refers to syntactical barrier or noise by academics.

c. **Syntactical noise:** is a grammatically incorrect sentence in the receiver that is unable to convey the intended meaning. Syntactical noise can be seen in the use of difficult language during computer programming. For instance, a patient who is unfamiliar with medical terminology may be unable to understand what the doctor is saying. In other words, they approach the problem from various angles such as different vocabularies, primary languages or dialects. When pedantical vocabularies are used in communication, noise can occur. Misinterpretation of voice tone, eye contact and body language can all contribute to cross-cultural communication noise.

d. **Physiological Noise:** Physiological noise is concerned with ability to see and hear, one's health status, whether one is tired or hungry at the time of communication, or any of a number of other physiological issues that can interfere with paying attention to a message. While one as a communicator cannot do much to reduce other people's physiological noise, one can pick-up visual cues during in-person real-time communications and adjust one's message accordingly. It is important to be aware of physiological noise and be ready to adjust to the communication situation and the needs of the audience. For instance, when a student is suffering from headaches, he or she may be unable to concentrate in the class. In this context, a headache is a physical illness that interferes with the listening process of communication. Deafness and blindness are physical limitations or physiological noise that prevents people from listening. Talking too fast or too slowly as well as the room's high or low temperature equally generate physiological noise.

e. **Psychological Noise:** Personal attitudes, assumptions and biases all contribute to psychological noise. People have diverse worldviews and perspectives; communication noise occurs when the communicator's content; language and perceived attitudes do not match those of the audience. As a communicator dealing with psychological noise, it is one's responsibility to recognize that people will interpret one's message differently depending on their own perceptive, just as they do with cultural noise. One can reduce psychological noise by communicating clearly and directly using inclusive and objective language; and responding to questions and issues raised calmly and thoughtfully. For example, day dreaming or having one's thoughts elsewhere while someone is speaking to one are examples of psychological noise. Hunger, fatigue, headaches, medication and other factors that affect how we feel and think cause psychological noise.

f. **Cultural Noise:** Cultural noise is a communication barrier caused by the incorrect interpretation of another people's behaviour. Cultural noise is generated in particular by the non-verbal communication of people from various cultural backgrounds. Non-verbal cues do not have the same meaning in every culture and society. One of the sources of cultural noise is a conflicting message in communication. Ethnocentrism, prejudices, stereotypes, and discrimination are also examples of cultural noise. These factors obstruct effective group or team communication.

g. **Technical Noise:** Technical issues with one's equipment can prevent one's audience from receiving and comprehending our message. It is possible that not all users will have access to online or video conferencing equipment that connectivity will be slow or that servers will fail. To reduce technical noise, practice with the equipment, one will be using and have a back-up plan in place for communicating lengthy or critical messages in a less technical format.

h. **Organizational Noise:** Organizational noise can occur when one is unaware or ignores expected communication channels in one's organization. Some organizations structure their communication channels so that employees at different levels only communicate with others at their level, whereas others are less structured. As a communicator, one should learn everything one can about the culture of one organization. One should not be afraid to consult with peers or supervisors about appropriate communication channels so that others can focus on the message rather than route or people through or to whom it was sent. Examples of organizational noise are unnecessary complexity across all domains of organization (structure, process, policies), a lack of role clarity, non-alignment on key tools or processes, uncertainty and a lack of interpersonal trust among employees. Figure 3 represents the different types of noise in communication.

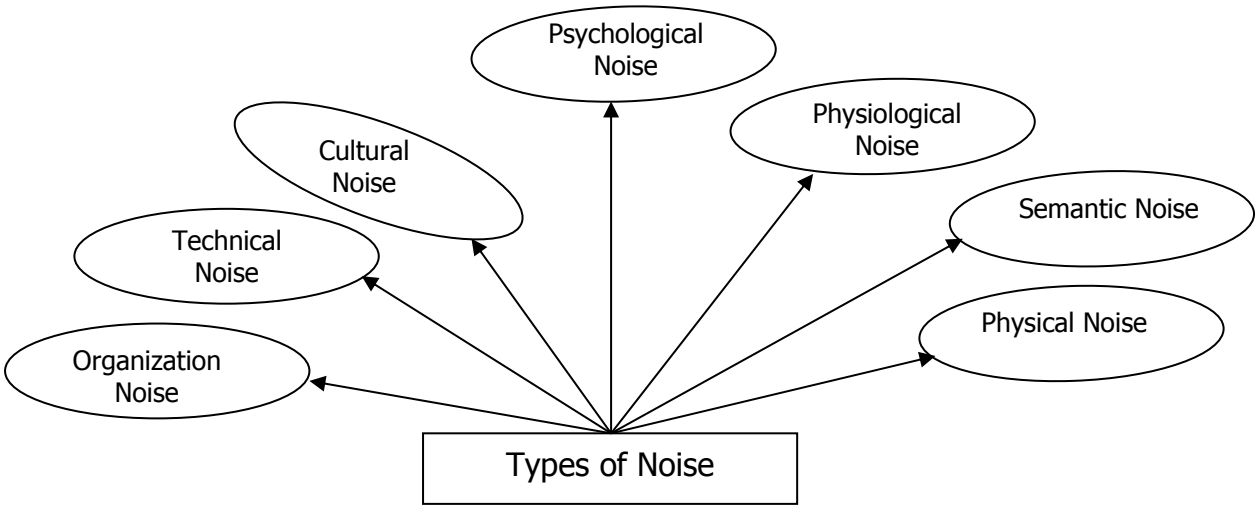


Figure 3: Types of Noise in Communication

Noise may exist in any component of the communication process such as the source or sender, the receiver, the message, the channel or medium. Whenever noise exists in any component of the communication process, it interferes with the accuracy of the message and hampers understanding which is one of the most important goals of communication. The noise emanating from various components are discussed using a typical example of teaching and learning process.

a. **Noise from the Sender (the Teacher):** According to Elekwa and Eze (2002), noise emanates from the teacher in several ways;

   i. **Teacher's Appearance:** Teacher's mode of dressing may divert learners attention from the message towards his/her person. If for instance, the teacher dressed haphazardly or extremely gorgeously or put on hard soled pair of shoes that makes noise as s/he walks about the classroom, the attention of the learners may be distracted by the teacher's dressing. Learners discuss in small groups abnormal appearances of their teachers instead of listening to the teacher's message. Teachers should examine their dressing and appearance before entering classes. Teachers should dress neatly and moderately.

ii. **Emotional Disturbance:** The teacher may for one reason or the other be emotionally upset. For instance, a teacher may have quarreled with a fellow teacher or someone else before entering the class. He or she may come into the class with a load of uncontrolled anger which could be displayed on the students. Such displaced anger may destroy the atmosphere of learning. To avoid such a situation, the teacher should be in total control of himself/herself including his/her emotions and ensure a free and cordial interaction exists in the class.

iii. **Distractive Mannerism:** Mannerism like constant adjustment of the teacher's pair of trousers or ties and monotonous repetition of certain phrases such as "understand", "you know", "alright, "correct", "is that right" and so on are usually mimicked by learners. This diverts learners attention from the message.

iv. **Non-Preparedness:** When a teacher does not have a lesson or instructional plan prepared well in advance, s/he is not likely to have both clearly defined instructional objectives and well-coordinated instructional sequence. He or she can easily divert to irrelevances without knowing it. The message itself may not be well-structured in the way it will make sense to the learners. There will therefore be no effective communication.

v. **Poor Voice/Language Control:** The teacher should control his/her voice while teaching. Excessively loud or hoarse voice creates physical noise which may distort or completely block information flow. On the other hand, a tiny or excessively low voice will not make the message clear enough for learners to hear and comprehend. In addition to this, language that is either poor (inaccurate or ambiguous) or above the learner's level of understanding blocks communication. The teacher should therefore make his/her voice moderate and clear and speak correct language that is within the level of understanding of the learners while teaching.

b. **Noise from the Receiver (The Learner):** Most of the noise emanating from the receiver (the learner) are psychological. They are caused by the learner's emotions, low level of maturity, and intellectual readiness socio-economic, religious and cultural background and poor health conditions. Noise emanating from the learner include;

i. **Emotional Problems:** The emotional problems are such experiences as disturbing family problem, fear (of the teacher, of the subject or the unknown), negative self-concept, disappointment etc. For instance, a child who comes from a home where the parents quarreled all night or were still exchanging bitter words or blows as s/he was leaving home for school is likely to engage himself or herself in thinking about the home condition instead of paying attention to what the teacher is teaching in the class. A learner who is always afraid of the teacher or the subject being studied, may be scared in participating in a lesson for fear of how the teacher would react to his/her contributions to feel that the subject being taught is too difficult for him/her to make any meaningful contributions. All these contribute to noise on the part of the receiver (the learner).

ii. **Defense Mechanism:** Defence mechanism is another aspect of noise to the learner. A learner who is in one way or the other physically or mentally disadvantaged may engage in behaviour aimed at attracting attention to himself or herself. A learner who is very short may be in the habit of making amusing statements or comments. If when serious classroom work is going on in such a situation, the attention of the learners including the originator of the noise is diverted from the information being communicated in the class.

iii. **Poor Health Condition:** When one is sick, hungry or fatigued in one way or the other, s/he becomes generally restless and his/her sense especially those concerned with reception and processing of signals become dull and destabilized. Messages can no longer be properly received and processed. Blindness or deafness complete or partial completely blocks hearing signals coming through sight and hearing respectively, because they are the most important organs in classroom communication. In fact, poor health conditions hampers effective classroom communication.

iv. **Low Level of Readiness:** Readiness refers to the extent to which a learner possesses the capacities and abilities required for performing particular tasks. The learner must be mentally and physically mature as well as possess or acquire the physical and intellectual skills and knowledge that will enable him/her receive and process the level of information to be communicated to him/her. A learning task cannot be effectively performed without the learner possessing the enabling skills and prerequisite knowledge required for learning source. It is on the previously learned skills and/or knowledge that the learner will build new information. For effective learning to take place, the teacher must ensure that the learners are exposed only to the tasks that are within their maturational level and that tasks are taught only when their prerequisites have been taught.

v. **Conflicting Past Experience:** This occurs when a learner is taught something that contradicts what s/he already knows or believes about the subject matter involved. For instance, when a learner's socio-cultural background exposed him/her to superstitious beliefs like the teaching of causes and treatment of diseases is likely to meet with the noise of conflicting past experiences. In this situation, superstitious beliefs determine to a large extent the people's attitudes towards natural phenomenon than the modern science.

vi. **Lack of Learning Equipment and Materials:** Some learners especially those from low socio-economic background lack books, writing materials and other equipment and materials required for practical exercises. Students who lack the materials would be denied opportunity to take part in these exercises which help to make the information being communicated clearer and relatively permanent in their minds.

c. **Noise in the Channel:** Noise in the channel or media can be caused by disturbance from man-made or natural phenomenon, medium designs, productions and wrong choice of media. The sources of such noise are as follows:

i. **Static Noise:** This is a disturbing effect produced on radio and television received by atmospheric or other natural or man-made electrical disturbances. This phenomenon distorts or even blocks information flow thereby making it difficult for the receiver to receive accurate message.

ii. **Poor Media Production:** Media used in classroom should contain accurate and unambiguous information. Media that contains inaccurate information blocks the communication process because it gives a meaning that is different from what the sender has in mind. Media that is not well-reproduced will not convey accurately the information, it is intended to convey. Media that is well produced and neat attract learners attention and focus same on the intended message.

iii. **Wrong Choice of Media:** Choice of media for presenting information is determined to a large extent by the nature and objective of the message. For instance, if the message is to be received by sense of sight, it will be wrong to choose audio media. The choice of good and well required media in

communication will go a long way in ensuring accurate information to the receiver.

iv. **Noise in the Message:** Noise in the message can be in the form of ambiguous or misleading materials in a film, tape or write-up, illegible reading materials, wrong or inaccurate information, unorganized or improperly sequenced materials. Age or over-use can affect the quality of materials. The teacher should ensure that none of these shortcomings are presented in his or her coded messages.

Conclusion

Communication is very vital for effective teaching and learning to take place. A teacher with sound knowledge of the subject matter, adequate instructional materials, knowledge of different methods but cannot communicate effectively to the learners cannot make positive impact to the learners. It is only when a teacher possesses sound knowledge of the subject matter and teaching methods with help of adequate instructional materials and can communicate the knowledge and skills effectively to the learners that positive changes occur in teaching and learning. It is therefore a fact that communication is the key to effective teaching and learning. No matter how knowledgeable the teacher is and how ready the learners are, there is need for effective communication.

Recommendations.

Based on the discussion so far, the paper recommend as follows:

1. Teachers should be encouraged to prepare well in terms of lesson plan, instructional materials and organization of content before entering the class for effective communication to take place.
2. Teacher- students classroom interaction should be encouraged to ensure adequate mastery of the content and effective communication in teaching and learning .
3. Teachers should be trained on effective communication skills to enable them relate and impart knowledge accordingly in the teaching and learning process

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