

Importance of Language in Teaching and Communication

Dr. Garba Hassan Mustapha¹, Dr. Idris Abubakar Argungu²

¹*School of Languages, Adamu Augie College of Education, Argungu, Kebbi State, Nigeria*

²*Department of Arabic Language, Usmanu Danfodiyo University Sokoto, Nigeria*

Abstract:- This paper is an attempt to outline that, human and instructional language communication are dynamic contextual, continuous and interactive communication that occurs when individuals are able to share common meaning or are able to establish a common area of understanding. Human communication is defined as the conscious or intentional or unintentional process in which feelings and ideas are expressed in verbal and non-verbal messages.

Keywords: Importance of language, Teaching and Communication

I. INTRODUCTION

Language is an important tool that every human uses as a specific and common means of expression, communication and conveyance of different thought. It is also important as the way of impacting knowledge, instruction, and teaching at in our outside classroom. This paper is an attempt to highlight on the importance of using clear and understandable language in teaching as transmitter, how the learner as “receiver” will grasp the content of message that is “meaning” sending to him by his teacher who is “sender” reaching of the message depends on the sender’s mastering of the language and his knowledge about the situation of his receiver’s level of understanding. Likewise every communication in human community with that we may come to realize the importance of language in teaching and communication.

II. LANGUAGE IN TEACHING AND INSTRUCTION

Instructional language involves the process of sharing ideas, knowledge, skills and attitudes between the teacher and the learner in the classroom situation the way and manner the teacher is able to pass across the ideas skills and knowledge goes a long way in helping learners.

If instructional communication is defective learning can be adversely affected similarly if communication is effective learning can be enhanced the importance of communication cannot therefore be over-emphasized in achieve instructional objectives.

III. NATURE OF LANGUAGE IN COMMUNICATION

Language possesses the following characteristics in communication

1. Language is transactional, this means that it involves acting reacting to and emitting stimuli and receiving responses or feedback on a natural frame and consideration.
2. Language is instructional, it is engaged in by social animals in order to achieve significant objectives and goals.
3. Language is consummating, i.e. through communication the people involved reach a high level of completeness.
4. Language is dynamic, this involves the sender and the receiver in constant action of encoding and decoding of meaning.
5. Language is a process with a direct movement from the sender to the receiver and vice versa in communication.

IV. SIGNIFICANCE OF LANGUAGE IN COMMUNICATION

Since language is the medium in which thinking take place effective communication aids thinking and understanding in the classroom. Communication directs the learners attention to the learning materials.

There are factors within the learners and the environment which can affect communication either positively or negatively. Among such factors are:

- The language of instruction: If the language is one with which the learners are familiar communication is enhanced and learners can participate actively in the learning process on the other hand if the language is strange to the learners learning may be adversely affected.
- Another factor is the psychological climate in the classroom if the climate is conducive to learning language is enhanced while communication could be adversely affected if the psychological atmosphere in the classroom is not conducive to learning threats punishment ridicule etc. Can adversely affect communication.
- “Noise” could also adversely communication this is anything that distracts the attention of the learners from the man focus or topic of discussion.
- The intellectual ability of the learner is also an essential factor in communication the teacher should

therefore be aware of the intellectual ability of his pupils.

V. CONSEQUENCES OF LANGUAGE BREAKDOWN IN TEACHING

If there is a breakdown in the communication process the following are bound to happen.

- ✓ Learning transaction fails to take place
- ✓ Class management becomes ineffective
- ✓ Learners will lose focus; and
- ✓ The objective of learning are not likely to be achieved.

VI. ELEMENTS OF LANGUAGE IN TEACHING

We can identify five elements ingredients or components of language in communication.

- ❖ Sender
- ❖ Message
- ❖ Medium
- ❖ Receiver
- ❖ Feedback

The Message

This refers to what the sender intended to pass or send to the receiver it could be a concept through skill or problem the message is transmitted in to a language the receiver can understand such a language could be verbal or non-verbal (gesture) important for the following reason:

- ❖ It makes the receiver to be aware of something and
- ❖ It make the receiver focus upon a given thing when we relate this to the classroom situation message is usually derived from the lesson topic therefore message in the classroom must have the following characteristics:
 - ✓ It must be understandable
 - ✓ It must be relevant to students need and
 - ✓ It must be useful

Sender

The sender is the source or the originator of the message. He is also referred to as the speaker or initiator to communication in this situation the sender who creates the message determines the topic of the conversation while the receiver interprets the message.

When we relate this to the classroom situation the teacher who is the sender here determines the topic of communication while the student who is the receiver interprets and determines how the communication will proceed. It should be noted here that the message sent in by the teacher is affected by factors like the level of knowledge, experience, attitude, values, and emotional disposition of both the sender and the receiver.

Medium

This is referred to as the channel symbol language gesture at through which the message is sent which ever medium the teacher choose to use must be understandable to the students.

Receiver

This is destination the receiver the message from the sender decodes the message and interprets what the message contains the sender needs a feedback from the receiver to confirm that the message sent was in received and understood the receiver here is the student in the classroom.

Feedback

This is referred as the response give by the receiver in the classroom it is the response student make to the teacher about the topic thought the teacher can stimulate feedback through questions, assignments, etc. To confirm that learning has taken place.

VII. LESSON DELIVERY

The teaching and learning process is organized in the form of lessons thought and learnt systematically vocal communication is mostly use gestures and materials described as teaching aids such as maps, atlas, pictures, recorder, ciscs or CDS etc are used to enhance understanding it is suggested that teachers.

- ❖ Ensure that they are suitable enough during lesson delivery i.e. they should be heard from every part the classroom.
- ❖ Ensure that they are lively and articulate during lesson delivery (the teacher can also move around the classroom during lesson delivery) bearing in mind that the distance between the teacher and the class influences rapport between them; and
- ❖ Use gestures animation and they contact where necessary (teaching aids such as chalkboard, textbooks, still pictures motion pictures and other graphic materials should be use as appropriate.

Teachers should bear in mind some facts in order to assist their students to learn fast teachers show not that:

1. Students intellectual abilities differ.
2. Student respond to stimuli and learning situations differently; and
3. Presentation methods differ.

All above mentioned fact the delivery of lesson the response of pupils and the ease with which each student leans.

Teachers should therefore ensure that measures are taken to enhance the ease of teaching and learning by using appropriate communication strategies i.e. a teacher may use as many techniques considered suitable in order to take care of all the differences.

In addition the materials used for teaching should be which the range of the students experience and ability teachers should also consider the learners an try behaviours.

VIII. MOTIVATION AND FEEDBACK

It is important to appreciate that students learn quicker and faster of the subject is interesting challenging and relevant to the students needs in addition students response are guided by a reward system which give satisfaction to the learner. In order to motivate the student:

1. Use expression which praise the student for achievement attained e.g. “very good” “well don” “good of you” “clap for him” avoid the outright use of negative comment. Try to be positive enough to recognize efforts made by learners.
2. Use expression which will encourage them to keep trying so as to improve e.g. “that’s not quite right but can you thing of better example”.

IX. CONCLUSION

In this paper the concept of language in communication has been examined and instructional communication has been considered as an integral part of

human communication. The significance of language in instructional communication and the consequences of its breakdown in communication in the classroom have also been considered.

Finally, the paper has outline how teachers can become effective communicators in the classroom thus creation an environment where the teaching-learning process in enhanced.

REFERENCES

- [1]. Adole, I. A. (1988).Badic Instructional Technology: A Hand Book Unpublished.
- [2]. Berko, R. M. Wolvin, A. D. Wolvin, DR, (1998) Communication: A Social and Career Focus: Houghton Mifflin Co, 4th Edition.
- [3]. Harding, D. C. (2002).Framework for Teacher Reform.The World Bank Institute of Strategic Choices for Education Reform, Washington D.C.
- [4]. Nwajiobi, G. U. (1988). Communication in the Classroom, Jos Challenge Press.
- [5]. Oni, J. (1995). Educational Resources An Introduction. Abeokuta G-bemiSadipo Press.
- [6]. Sakan, B. O. (2002). “Communication in the Classroom” A Paper Delivered at the Mobilization Workshop on Teachers Professional Support.
- [7]. Sprague, J. J. And Stuart, D. (1988).The Speakers Hand Book. New York Harcourt Brace Jovanovich, Publishers 2nd Edition.