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## A comparative analysis of the linguistic dysfunctions in the didactic communication

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### Abstract

The focus of our paper is on the linguistic dysfunctions arising in the process of didactic communication. Starting from the existing literature, the objectives of our research are to identify the linguistic dysfunctions in the didactic communication at primary, gymnasium and high school levels and to provide a comparative analysis in order to determine their hierarchy for each of the three levels with a view to achieve an adequate diagnosis that allows the exact localization of the problematic aspects of the linguistic act. The results of the study may be further of use for teachers to make the correct decisions to improve the process of didactic communication.

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### 1. Introduction

The linguistic dimension of didactic communication has always been an issue of relevance in nowadays pedagogy. Its emergence in discussions arises from the need to identify the problems and find ways to correct and constantly improve the didactic process of communication. The research in our paper is as an extension of this need, as it is focused on the linguistic dysfunctions, their identification and their comparative analysis in order to provide teachers with realistic data concerning the shortcomings of the communication in the didactic activities.

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## 2. Theoretical considerations

According to specialized literature (Anghel, 2003; Botezat, 2007; Craia, 2001; 2008; O'Sullivan, Hartley et al. 2001; Pânișoară, 2004) a possible synthesizing definition of dysfunctions in communication emerges as "all aspects which influence communication negatively". The issue of linguistic dysfunctions was approached by Altman, Valenzi & Hodgetts's (1985), who tackled, among others, the differences of the communicational repertoires between the teacher's and the pupils', the inability of the emitter to speak adequately etc. Along the same lines, (Haney (1992) and Cerghit (2008) insist on the problem of the lack of a common repertoire between communicators pinned as a serious barrier in communication resulting into failure of understanding. On the other hand, Cerghit (2008) speaks of semiotic perturbations explained as "pupils' inability of understanding exactly what is communicated (semantic problems – they do not know certain terms, syntagms etc.)". Additionally, he emphasizes the problem of an adequate rhythm in communication which should allow a correct and complete reception of the message. We also meet the same idea in Tran & Stănciugelu (2003) who state that the pupils' interest in the message of communication must be maintained through the adjustment of the rhythm of speech.

Torrington & Hall (1991) speak of dysfunctions as barriers in sending the message, in receiving it and barriers of understanding. Other studies (Sălăvăstru, 2004; Slama-Cazacu, 1999) deal with linguistic dysfunctions caused by the use of words unknown to the receivers of the message, otherwise put, language unadapted to the level of understanding of the receivers. Prutianu (2004) draws attention on the brevity of the message which also affects the process of communication.

Ferreol & Flageul (1998) take into consideration the problems of diction (incorrect pronunciation, omission of consonants, the abuse of interjections as replacements of words in explanations etc.) as ways that affect the form in which the message is transmitted. Șerbănescu (2007) enlarges upon the matter, speaking of the influence of the oral language over the written one, which leads to effects of useless conciseness and difficulties of understanding. Furthermore, Verza (2003) stresses on the difficulties of the written language (the conceptual formulation, the mental structuring of the material, the impersonal character) resulting into serious linguistic dysfunctions.

In an analysis of the references above we have come to the conclusion that the issue of linguistic dysfunctions has been approached fragmentarily in various studies on the verbal communication or on the barriers in communication. Gathering all this information, we tried to offer a unitary interdisciplinary perspective of the linguistic dysfunctions in the context of didactic communication.

## 3. Presentation of research

### 3.1. *The research objectives*

The objectives of our study are: a) to identify the linguistic dysfunctions in the didactic communication at primary, gymnasium and high school levels, starting from the theoretical background sketched above; b) to realize a comparative analysis of the linguistic dysfunctions in the didactic intercommunication in order to determine their hierarchy for each of the three levels with a view to achieve an adequate diagnosis that allows the exact localization of the problematic aspects of the linguistic act, a starting point for future paths needed to improve the didactic communication.

### 3.2. *The participants*

We have applied a questionnaire to a sample of 150 teachers (50 for each school level: primary, gymnasium, high school) from Vrancea County, Romania. The teachers were selected from among experienced teachers with 10 to 30 years of experience in the educational system.

### 3.3. *The instrument*

We have used a questionnaire which analyzes the opinions of the teachers in the primary, gymnasium and high school environment regarding the linguistics dysfunctions in the didactic communication. The questionnaire was

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