



## Appraisal of the Language in Spoken and Written Communication

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### Abstract

*The possibility of communication is linked indispensably to the understanding of oral and written communication. In order to extend this understanding it is pregnant that the language to be improved, the "meaning" of this language is applied in a concrete situation on the basis of which "the search" is performed and the communication "keywords" are selected and active. The practical assimilation of the language can perform analysis operation, this becoming a component of "professional units" in communication valve, the plaint result refers to the attitude of the student towards the "organic combination" of language in oral and written communication.*

**Keywords:** communication, oral and written communication, meaning, keywords, organic combination;

The importance of the language has been pointed out during ages. As A. R. Luria mentioned, "the language serves not only as communication among people, but come deeper into our perception and memory, organize our inner world, being a tool not only for communication but for generation of thinking". The acknowledgment, facts and objects are a "special" product of thinking. In conclusion, the structure of the language is incorporated system; the function of the language is determined by an incorporated system.

Having for basis the position of the language, which suppose the formation of a communicative ability, the scientists A. A. Leontiev, T. Slama - Cazacu, S. Marcus, N. I. Gheez, E. I. Passov, B. J. Carrol, A. Magda, D. Popescu, L. Soitu, emphasize that shaping social context of linguistic experience and gained knowledge in a field, the allophone student can become "the master of communication reality", pointing out models, forming "messages", by the aim of delivering and asking needed information.

The German psychologist K. Buhler distinguishes three functions of language:

- Expression;
- Query or call;
- Representative (relation between statement and the rest of universe).

In order to achieve named functions, the Romanian scientist D. Stoica considers that the language should answer to the following essential conditions:

- The presence of affective element;
- The presence of rational element (expressions are built according to a generally accepted logic);
- The mastering of a system of symbols and a linkage between logic objectives of real world.

So, the importance of language in the process of developing the spoken and written communication, doesn't stay invariable but is performing, by evolution of written abilities and practice of these abilities. In the same context, T. Tambovkina declares the **communication act** as the minimum unit of spoken communication and the **product** of the communication act as the **message**.

Starting from the idea that the language defines a communication act and can extend the terms of lexical improvement, we will point out some aspects, which could make easier the integration of language in spoken and written communication:

- Communication language and the essence of communication;
- Notion of semantic value of the word in an "communication unit";
- Language can "form" a complex communication unit;
- Problem of language structure can lead to a "core" of communication with "individual expression";

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- Situation of the language generate the spoken and written communication and label the position and the statute of the speaker.

The scientists E. Bates, J. Bruner, M. Jlickmann, J. Beaudichon, and J. Rondal are interested in semantic aspects and linguistic contexts of the language, social and cognitive where the language appear and continue to evolve. In these theories, named interactions, it considers that the development of spoken communication is determined by many interconnected factors:

1. *Cognitive factor*, inspired by the theory of J. Piaget, which promote the idea that the development of the spoken and written communication depends on the cultural development, the language becoming a form of expression of ideas and formation, and cognitive abilities per general;
2. *Social factor*, based on the ideas of L. Vigotski, which point out the social environment and the importance of the "context", where the communication is produced;
3. *Competition factor*, proposed by H. Besse, which make important the study of pragmatic development of communication function of interactions between the allophone student and people he contact with.

In this way, the integration of the language in spoken and written communication could become an "unimportant factor", if we wouldn't give attention to the principles of creation of a formation system of the communication abilities and the principles of education for a "conscious communication".

We point out the following principles:

- **Principle of mental-verbal activity**

The thinking activity of the allophone student is one of the most important sources of the improvement of teaching efficiency, with the accent on the logic, the dynamic and the coherence of communication situations.

- **Principle of individual**

The allophone student as a personality has certain opinions about world, certain interests and desires, a statute in the social environment.

- **Principle of behavior**

It says that entire behavior of personality has a communication value.

- **Principle of accepted partnership**

If you want to communicate, you should accept the other as a partner.

- **Principle of action**

The verbal structure in communication needs a conscious uptake for achieving the communication abilities on the foundation of knowledge and abilities to use the linguistic tools in speech.

- **Principle of communication environment**

In real communication the aim can be double: the communication and learning. It appears the necessity of formation abilities to give and receive "communications in communication".

- **Principle of communication influence**

The adjustment of the behavior to the partner can ensure to the allophone student the efficiency of creation an effective environment for communication.

This is why the communication of allophone student isn't realized without "the intention to influence" the quality of the language. This process isn't realized through the transfer of qualities of a complex systems and languages. By the help of these tools, the allophone student can set in motion unknown "meanings" which become "the common element of knowing the **language, ideas and interests**", in order to preserve the conscious link with the environment. Thus appear the "bridge" of relationships and establish the place of spoken and written communication, and the high necessity of intuition in the language perception. The way from verbal-mental thinking to those intuitive - practical can slowly include some generalization systems, notions more and more complicated:



***Why should I communicate in the official language?***

***Can the learning of the official language contribute to the social incorporation?***

***Could I raise my responsibility for the functioning of this language?***

***How could I eliminate "the prejudices" referring to the official language of Republic of Moldova?***

The **Society**, through the absence of work on the communication civilization, manifests itself by the non-interest towards the spoken language, towards the behavior and expression. We assist at:

1. "Meandering" speeches. The Word no more transmits ideas, experiences, and convictions but reduce all at "what has been said";
2. Vulgarization language;
3. The sensation of "inferiority" of the official language;
4. General monotony in communication;
5. General un-accountability toward the spoken word. The absence of responsibility for what was said;
6. Refuse of the idea of the necessity of answer.

As well the schools, where the *quantitative success* is on the first place, in all the conditions and the moments of life. In order to rise the "volume" of language knowledge in educational aspects, are needed some contextual varieties of communication, which will put the label on the spoken and written communication, comprising the moral responsibility of teacher – allophone student in communication deontology. And then, in the educational act will be only two persons in report of directing and subordination. These could be the moral triangle of responsibility in communication action.

It is considered that the education for an efficient communication has the main aim to "prepare the young people for the social life, for the surprises of the modern world" - the informational explosion, artificial, artistic and philosophic languages, the pass from the notion **to be** to the notion **to have** and **to become**, building the way from education to self-education. How to realize this phenomenon? The fundamental method to realize the educative process - *the language* - doesn't give a perfect tool, because then the problem of the development of the language stops to be asked.

What are the methods of experimental enrichment from the point of view of Bologna system, it remains to be investigated and to give those opportunities to the allophone student, that he could respectfully "move" the language, to formulate opinions and understand the lows of communication abilities, what according to Soitu opinion, have the role to stimulate some verbal-communicative units, accessible in an activity domain like:

- Communicative attitude;
- Communicative capacity;
- Abilities to use the communicative tools;
- Certain knowledge about communication.

So, the extensive volume of the "**language**" field on the one hand and the decreasing of the capacity to actively realize the potential of this field, on the other hand, may be the condition to the low level of the communication abilities for spoken and written communication.

A solution "**to realize**" the language in the spoken and written communication could be the mention of the incorporation strategies of this language.



### Strategies for Incorporation of the Spoken and Written Communication

<i>Strategies</i>	<i>Options to carry</i>
<b>I. The essence of the language</b>	
<ol style="list-style-type: none"> <li>1. Logic succession;</li> <li>2. The relationship with the linguistic environment;</li> <li>3. The recovery and exploration of linguistic field.</li> </ol>	<ol style="list-style-type: none"> <li>1. Written: the student have to know the order of presentation of phrases in a certain situation of problem;</li> <li>2. Spoken: the student has to demonstrate the logic succession of the professional vocabulary.</li> </ol>
<b>II. The language - Complex unit of communication. The structure of the language</b>	
<ol style="list-style-type: none"> <li>1. Combining all the "units" of speaking by specific sections;</li> <li>2. Shaping every key- element;</li> <li>3. Encouraging the allophone student to have an activity by professional way.</li> </ol>	<ol style="list-style-type: none"> <li>1. Written: the student make research and put in practice the solid expressions, in order to develop an creative ability in this domain;</li> <li>2. Speaking: the student uses these "key-elements" in communication, accepting them consciously.</li> </ol>
<b>III. The Situational place of the language</b>	
<ol style="list-style-type: none"> <li>1. The social echo of the language;</li> <li>2. The dynamic of situation;</li> <li>3. The evaluation of the strategic support of the situation;</li> <li>4. The release of the desire to communication to the student;</li> <li>5. The favorable environment for communication;</li> <li>6. Mastery of an adequate language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Written: the student have to accept in a positive way the social echo of the language; to feel the responsibility of the way how he writes; to collect different aspects of written communication.</li> <li>2. Speaking: the student fits well in a certain situation; he ensures the message with a set of verified communication tools; he chooses concrete situations where he could make a verbal contact; he makes research and appreciate the opportunity to be part of a communicative, informational and realizable process.</li> </ol>

Every initiated action has duration by its effects, if it brings the desired "fruit". The language could give chances, if the reality would become "comfortable in adventure" for the spoken and written communication. Let's be responsible for the attitude towards the "world of the language", in order to choose the word that builds, through the value, the life better.

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