# Communication Issues in Psychology of Education

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**Summary:**
The great importance of communication in contemporary society and especially in educational psychology has led us to highlight some points of view which we considered to be important for the topic at hand, namely: an interdisciplinary approach to issues of communication and communication axioms; scientific analysis of the main models of communication, including mathematical theory of communication; the importance of nonverbal communication in educational space; Teaching communication within specific educational communication; modern means to maximize and streamline didactic communication; the relationship between social cognition and communication; main psychological aspects of language teaching in the communication; assess the relationship between speech and contemporary sociolinguistics; the role of language and behavior adaptation theory of communication and the importance of intercultural communication and linguistic identity educational psychology.

During the presentation we took account of some contemporary approaches on communication complexity, namely: human communication objectives in terms of Edgar Morin; specific interpersonal communication from the perspective of Edmond Marc, Jean-Baptiste Fages, Xavier de La Vega, Jacques Cosnier, Dominique Picard.

**Key concepts:** teaching communication, educational communication, educational psychology, communication axioms, didactic message, intercultural communication.

## 1.1. The concept of communication and communication models

The problem of teaching communication is an important aspect of educational psychology concerned, first, because man is by nature a communicative being, and communication is the essential process by which each is what it is and enters into relationships with others.

Contemporary scientific research is concerned with the origins and purposes of communication mechanisms. Investigating communication from different perspectives, disciplines such as linguistics, sociology, psychology, semiotics, rhetoric, information theory, studies the phenomenon of communication, propose models of interpretation, reading grids provide solutions and provide counseling to improve communication, together



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providing an integrated vision the phenomenon in question, despite divergences on the subject, issue or communication methodology.

We say this because there are very different views on the definition of *communication*. For instance, *the Encyclopaedia Universalis* [1, p. 196] distinguishes between *physical meaning, material*, communication ("the opportunity to move or transport between two points", as happens when we talk about "communication channels") and *informational meaning* ("transmission of messages and their meanings," as appropriate "media communication"). From the perspective of educational psychology, the second sense is interested in drafting a "theory of communication".

*Encyclopaedia Britannica* [2, p. 203] reveals that the term communication derives from the Latin *communication* which has the meaning of "pooling", "forward". Some authors, such as David Crystal, define communication as "the transmission and reception of information between signals and the one who receives" [3], highlighting that it is a complex process that involves several stages: formulation and encoding message, its transmission, decoding and reception by the recipient of the communication.

R.E Asher also puts out the difficulties of defining the notion of communication. He believes that this is "being processed information between the least two communicators sometimes placed in a context and placed in a situation» [4, p. 614]. Communication is, after Asher, "any message used in different contexts and situations" pp. 614-615] and recalled large "models of communication: the linear, circular dialogue, interaction model or model of self-regulation".

How well Edgar Morin stated we communicate,, to inform, inform us, to know, to know one possibly explain, explain to us, to understand, we understand, "but let's not forget that,, in the transmission of information there is always the risk of error when reception "(37)

Therefore, we can draw some elements of understanding of the concept of communication, unanimously accepted by all who are concerned with the psychology of communication [5]. First communication is a complex process of transmitting a sense from A to B, using a system of signs. As we already know, the meaning is encoded for transmission of signs used. To receive and understand the meaning is to assume the signs and proceed to decode them in accordance with what is called the sign rules. As our colleague from Iasi Dorina Sălăvăstru, reveals , can not speak of a communication process that: • there is no means by which meaning is conveyed (signs);

• there is a grammar of signs (ie entry rules and combining them);

• there is no possibility of reception of signs (not seen or heard);

• can not decipher the content of signs, depositary direction;

• awareness there is no possibility of meaning, making it impossible informed understanding and transformation [3, p. 174];



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Dorina Sălăvăstru make a number of clarifications, welcomed, designed to reveal the importance of epistemological and semiotic communication process, which completes our picture of the need to address the phenomenon in general education, special education and psychology, from an interdisciplinary perspective.

*Signs systems* have evolved, as "vehicle of meaning", from simple physical objects assume the role of sign (the sign of fire smoke) [6] by the construction of complicated language, based on what Saussure called Ferdinant "arbitrariness" sign, as mathematical languages, inaccessible to the common man.

*Signs rules* construction "guarantees with respect to a given language" and keeps your tools and decipher them by a receiver. Any sign is inserted through a complicated system of rule and signs mean and complicated system of rules under which the signs "come alive".

*Reception of signs* provides the ability to convey meaning. If the teacher does not speak louder, so you hear what he says in the amphitheater, meaning escapes students, because they are not perceived signs.

*Decoding signs* perception signifies the transition from the physical images as images of sense perception. This is a complex process that associates each sign or combination of signs a "state of things" outside sign or combination of signs, based on the rules that function as a sign or combination system. Communication can take place between two individuals one of whom speaks Hindi and the other does not know. Hindi language the layman can not associate the signs with their external state of affairs.

Because the act of communication to fulfill its purpose, it is necessary that the meaning to be translated into knowledge. Only when the meaning is acknowledged by the receiver, it can use the information passed and we can say that there has been communication.

There have proposed several models to understand the complexities of communication. Despite the differences, there were commonalities that allowed their systematic in two directions:

• *Linear models* - concerning communication as a sum of elements;

• *Interactionist models* - based mainly on highlighting relationships between elements.

In the category of linear models includes: *mathematical theory of communication* (C. Shannon, W. Weaver); *structuralist linguistic model* (F. de Saussure); *behavioral models* (Ch. Morris, who proposes an analysis of signals and signs in terms of building role in determining human behavior).

Claude Shannon, a researcher at the Massachusetts Institute of Technology, in a joint paper W. Weaver, *The Mathematical Theory of Communication*, propose a purely mechanistic theory of communication, focusing in particular on the mechanism that allows efficient transmission of



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signals independent of content and their meaning, as shown in the diagram below [5, p. 176]:

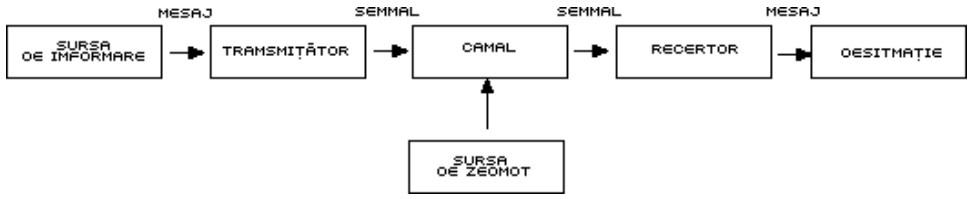


Fig. 1- The communication (Shannon and Weaver)

*Mathematical Theory of Communication*, originally designed to study telecommunications has been successful in various fields, from mathematics to sociology. Criticism insists the model ignores the fact that educational provisions are made by individuals or groups that is characterized by certain peculiarities and placing in a sociocultural context. The model does not consider any emotional factors or interaction problems. Sălăvăstru Dorina recalled that *interaction* "to the idea of an action mutual reciprocal" and the communication appears as "a circular process in which each message acts as a stimulus on the recipient and implies a becoming, in turn, a stimulus for first ".

*Interactionist models* define communication as a process by which an individual (the communicator) transmit stimuli (verbal) in order to change the behavior of other individuals (auditor). The definition, which belongs to Carl. V. Hovland, Irving Janis and Harold H. Kelley I. [6] communication leads to understanding each interaction act as signs by which circulating certain information in order to change behavior. The communication appears as a dynamic ensemble of factors (material, psychological, cognitive and social) roles which require flexibility, taking it particularly important relationships between elements and the context (physical, cultural, socio-psychological and temporal) that influence the content and mode of transmission of the message.

The expression pattern emerged interactionist new communication paradigms illustrated by:

• *Psycho sociological theory* (School of Palo Alto);

• *Communication anthropology* (Ray Birdwistell), in which three trends emerge: *the ethnography of communication* (D. Hymes), *symbolic interactionism* (E. Goffman) *and ethno methodologically language* (H. Garfinkel);

• *linguistic pragmatics* (Ch. S. Peirce, E. Benveniste, J. Austin).

*School in Palo Alto*, including best interactionist model of communication is made up of psychiatrists, anthropologists, sociologists, linguists, gathered around prestigious Gregory Bateson [8].

Starting with the model proposed by Norbert Wiener circular retrospectively and away from the linear model of communication, from Palo Alto school representatives stresses that communication research must be designed in terms of levels of complexity, multiple contexts and circular



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systems, vision receiver has a role as important as the transmitter. Communication Theory developed emphasizes that the essence of communication is relational and interactional processes and human behavior has any communicative value. Isolated communication as verbal act, functionalist sociology specific and thus opposes permanent communication as a process that integrates multiple modes of behavior: the words, the gesture, the look, the space between individuals.

Interdisciplinary communication research beyond the remarkable results of medical, semiotic and therapeutic principles have led to important known *axioms of communication:*

1. *Communication is inevitable*: any behavior equivalent to a message, so is communication. Body posture, gestures, facial expressions, silence, speech, is acts of communication that conveys a meaning. How P. Watzlawick expresses, "everything has value message". "These behaviors influence others, and others, in reply, I can not react to those notices, and therefore they communicate" [9]. In other words, people communicate consistently and in different ways.

2. *Communication is a process that takes place at the informational and relational*; any communication involves "*circulation of information content*" and *interactions* between people communicate. Level relational indexes contain interpret the content of communication that shows us how to understand the content and the nature of the relationship between people in communicative interaction.

3. *Communication is a continuous*, uninterrupted flow of information exchange between partners, in which messages are interrelated in a complex way.

4. *Human beings use digital and analog communication*. When we represent something similar objects (a drawing or chart), we can speak of analogue communication, and if we represent by name, file name, speak of digital communication. Specialized research reveals that only man is the only body able to use the two communication modes, because, from another point of view, they complement any message.

5. *Any communication process is symmetrical or complementary, depending on how the foundation: on equality or difference*. When we identify peer relationships, talk symmetric interaction and behavior where one partner can complement the other's complementary interaction mention.

6. *Communication is irreversible*, meaning that once produced, can not intervene in it, regardless of the efforts.

7. *Communication involves processes of adjustment and adaptation* in that it involves a series of relationships where partners communication situation trying to influence each other; Communication is a social act, voluntarily or involuntarily: "It is impossible not to communicate," says Palo Alto school; using multiple communication channels and not simply verbal expression;



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Communication always has a purpose and intent, that may be implicit or explicit; as a process of interaction is directly influenced by social context; Communication must regulate itself.

In conclusion, as we try to convince J. Winkin [10], communication can not be considered only as a multi channel system, and as a member of a particular culture, it is part of the phenomenon of communication as part musician the orchestra.

### 1.2. The types and functions of communication

Specialized research defined, depending on the number of participants and the type of relationship between them, the following types of communication:

- intra-personal communication;
- Interpersonal Communication;
- mass communication;
- public communication;
- group communication.

*Intra-personal communication* refers to the dialogue with himself. Every individual feels the need to enter *into dialogue with it*; he asks, his answer, analyze, make decisions, plan repeated messages intended for others. Not coincidentally, self talk, beyond the «quarrel and reconciliation", is a *therapeutic practice* of the intellectual and emotional type, self-boosting therapy, and structured mentally weak people, is a «chance» to «fall» in own abyss, with negative effects on behavior. *The negative sense* of dialogue with itself generates anxiety, phobias and anxiety of mind, leading to "talk on the street alone." *In a positive* self talk means *cognitive purification*, an illumination, but also an emotional discharge. Maintaining the balance between the valence inner dialogue and proper behavior in communicating with others leads to self-improvement and self-control technique becoming self-knowledge, analytical insight, as it happens in Eastern techniques [11]. The famous Socratic dictum "Know thyself" is based on this type of communication, dialogue with ourselves.

*Interpersonal communication* is the most common form of communication in which it highlights fundamental human dimension - the need for each other. Recent research shows that emotions play a key role in interpersonal and affective communication with each other (38). Spirituality history demonstrates that this type of communication was considered both a practical manner (*Socratic maieutics*) and theoretical perspective (or Platonic dialogues of Aristotle's analysis of rejections *Topics and sophistical*, or those of St. Augustine of *De Dialeca*, to not to mention the new research on logic and argumentation techniques.

*Mass communication* is analyzed from the perspective of both public and receiver channel through which the communication, identified by the term generic *media*. Some commentators (McLuhan, Irina Sălăvăstru, for example),



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conclude that this type of communication is and remains an intentionality in the sense that you can not know the exact nature of the receptor, the goals of communication, whether it achieved its goal or not [5, p. 184].

*Public communication* is a form of interpersonal communication in entering university lectures, electoral discourse, scientific papers, speeches at the microphone in full or in halls and other public places. Classical oratory target this form of communication, public discourse target audience is winning through *persuasion and persuasion.* Both in antiquity (Socrates, Demosthenes, Cicero) and in modern times, discover true models of oratorical genre (Napoleon, Talleyrand, Churchill, Bismarck, Iorga, Titulescu etc.) and research in order to establish rules of discourse efficiency (Aristotle rhetoric, oratory in Cicero, Quintilian in Institutes of Oratory).

*Group communication* is also a form of interpersonal communication, customized by the fact that although the transmitter and receiver are different people, their number is limited to one person. Gh. Michael and St.. Papaghiuc call this form of communication and *polilogal argumentation* [12]. This type of communication, especially in the small group allows the free flow of information. Unlike the *dyadic* interpersonal communication (transmitter - receiver), the group benefits of a multitude of opinions, points of view on a particular topic or theme. Group communication allows sharing experiences and knowledge, developing new ideas, the emergence of group decisions, easing conflicts, developing creativity - which is why they proposed different heuristics methods, *brainstorming, sintectica method Phillips 6-6* etc.

There is a classification of communication geared *instrument* by which encode information and the *nature of the resulting* message transmission channel [5, p. 184]. From this perspective known four types of communication:

- verbal communication;
- para communication;
- nonverbal communication;
- Visual Communication.

*Verbal communication* holds crucial role in all human communication. In its coding tool is the natural language information and transmission channel is the word or combination of words. Normality and verbal communication efficiency is influenced by three levels of requirements: *semantic* (signs and systems of signs must send a meaning to fix a significance); *Synthetic order requirements* (signs must operate by the rules clearly defined); *existence of pragmatic sense* (signs and systems of signs should determine action to change behavior, to produce an emotion, to create an image, in a word, to influence the receiver.

Fulfilling these requirements simultaneously provides good conditions for achieving verbal communication. If one of the requirements is adversely affected, it will be affected by the act of verbal communication, which makes communication studies psychology and psycholinguistics draw attention to the



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negative effects of words that can be used to hide, somehow, reality or handling peer. This situation has generated new lines of research known as *the common language philosophy* ("psilosophy of the ordinary language", initiated by GE Moore as analysis of moral language [5, p. 185].

*Para-verbal communication* is done by those elements that accompany the word and speaking in general: voice characteristics, particularities of speech, intonation, stress, break the flow and rhythm of speech, intensity etc. This type of communication is essential to the actors, but also in teaching communication when we target efficiency paidetic type. It can change the construction of meanings and meanings of verbal communication because it sends information about the emotional state of the sender, indicating us some emotions: fear, admiration, disgust, amusement or love. A special significance para-verbal communication is a revealing *silence* in communication, for which not coincidentally was talked about ”rhetoric of silence" as JF Garcia made [13].

Antiquity outbid quantitative frequency of para-verbal aspects of communication (Cicero used in speeches, in addition to arguments shrewd and sometimes theatricality in order to create the impression). Hitler and Mussolini's speeches remains systematic in terms of achieving some form of communication most persuasive.

*Non-verbal communication* is that form of communication that message transmission is achieved by means other than word: facial expression, gaze, body posture, gestures, clothing, proximity, body contact. Therefore it is said that body language has now become a universal language.

The most powerful non-verbal clue *eye contact* seems that communication has important functions: regulation of the flow of conversation, providing feedback about what the press speaker, expressing emotions and inform both participants about their relations. All these elements work separately or together with the verbal message [5, p. 187].

It was found that is decoded and understood much faster non-verbal components of communication than verbal messages. The non-verbal "communication amplifies per formative intention", states the linguistic utterances forwarding message, communicating more about the mental state than do words.

Elements para-verbal and non-verbal, taken together, constitute meta-communication that is intended to suggest or fix latent expressive nuances. The listener is tempted to take on meaning, significance of *meta-message communication* rather than the words heard. The elements of meta-communication betray us, for example, if we are angry and try to hide it.

"Meta" comes from Greek and *means beyond or in addition to*. Therefore, meta-communication is a "complementary communication. ' In meta-communication, what message is sent by Nicki Stanton called "para-language" [18]. Frequently, he says, para-language convey the opposite of



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words. When this happens, it appeals to meanings para-language and not the meaning of the language used. In other words, "it is not important what is said but the way he says". Often we communicate in a non-verbal gestures, facial expressions and other body movements. As such we can speak the language of silence, the *language of time and body language*.

*The language of silence*. "Silence is golden", it is often said. When someone asks a question and fail to respond, we communicate something. Auditorium communicates through silence left at the end of a speech. Silence is sometimes ambiguous, and the speaker is left to guess what it could mean and interpretation can be wrong.

Nicki Stanton grasp that "keep our mouth" may be a wise thing, however, our gesture can mean an act of rejection; «Silence builds walls, and the walls are in communication barrier." Sometimes, silence can be an effective technique to encourage responses to a real three-way communication, but must be used with skill.

*Language of time* indicates that individuals have different time scales. The time the president of a nation is entirely different from that of a retired couple for whom "time is of their own". "No time", we often say, or "I have too much free time and I'm bored" [19]. Children often say "just a minute" or "never". The adults often say "as soon as possible". Therefore, we believe in the communication process, significant in terms of its effects, it is the way we use time. If a meeting set for 10 am was delayed for 11 hours, will certainly be an attitude towards communication about the meeting of two

Business people move permanent all reference to time. A business meeting always means a meeting with 5 or 10 extra minutes to create a good impression. In the West, you are invited to dinner; it is rude to leave as soon as it's over. In Saudi Arabia held talks before a meal and the guests leave, usually before you finish eating. Therefore, knowing the tradition, customs, and mode of communication specific area of cultural differences, valuesand attitudes play an important role in the complex plane of communication.

*Body language* sometimes creates many illusions because his movements are not always about the message. Sometimes the body language reveals our emotional communication. Body language provides instant response and provides him with the speaker as shown. To be a good reader of body language, it should boost the capacity of observation and ability to decipher these messages. A good psychologist can always make a foray into *personal space* radiation to see anything *intimate distance, personal distance, social or public*. He reads differently orientation and posture, that there is some connection between them and the symbolic and expressive emotions.

The body movements, facial expressions, eye movements, gestures generally communicate much more than we expected. Messages sent by the eye can be decoded into words. "We get eyes", sometimes say, or "I do not like your eyes." In conclusion, what a person is really a communication; actions



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speak better than words. But almost always, the verbal message is transmitted along with the non-verbal and *can be conflicts between verbal and non-verbal*. For example: "like a coffee?" The friend says, glancing at the clock always shows that our visit is not welcome. It was found that when non-verbal meaning of the message with the verbal conflict, we tend to give credence nonverbal message. If we are well prepared, we can detect a nervous person behind fine humor, or a strong marriage despite frequent quarrels.

*Visual communication* can be seen as a complementary aspect of verbal communication, based on statistics, data, graphs, charts etc.

Visual communication has a number of advantages:

- Captures the attention and delight the eye;
- Ensure a maximum amount of information;
- Increase the speed of Understanding;
- Release the text of monotony;
- Provides an overview of the topic;
- Help selecting certain fragments subjects;
- Reinforces the spoken message and highlight differences.

The types of means of making visual communication are *tables, graphs and diagrams*. Tables are not graphic ways, but the simplest forms of visual representation. They imply an orderly arrangement of elements in columns and horizontal lines.

When we want to communicate information "continue", commonly use a line graphics while the information "batch" is better displayed in a diagram. If the line is built through graphical reporting certain vertical lines, achieving a *histogram* should not be confused with an ordinary bar chart.

Graphs can be simple, multiple, consisting divided or points. In general, the schedule is a presentation of the items on the scale is connected with a line to show increases and decreases. *The multiple graph* involves the use of continuous lines, dotted and broken, where confusion might arise by intersecting lines

*The graph* shows the amount of compound divided both as a whole and its constituent parts, by means of a series of lines on the graph.

*Graph with points* usually used when taking into account statistical correlations and consists of a scattering of points that give the basic message. For example, scattering points indicate a noticeable trend, as in the example below (fig. 14).



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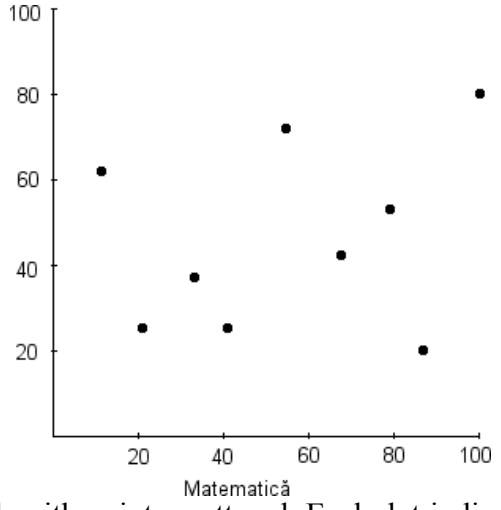


Fig. 2 - graph with points scattered. Each dot indicates a student's score on both tests - math and English.

Histograms are used to display patterns on the back of high volumes of images, for example, the income of a large number of employees. The information is divided into *intervals*, and the vertical measurements are the *frequency*, as in the example below:

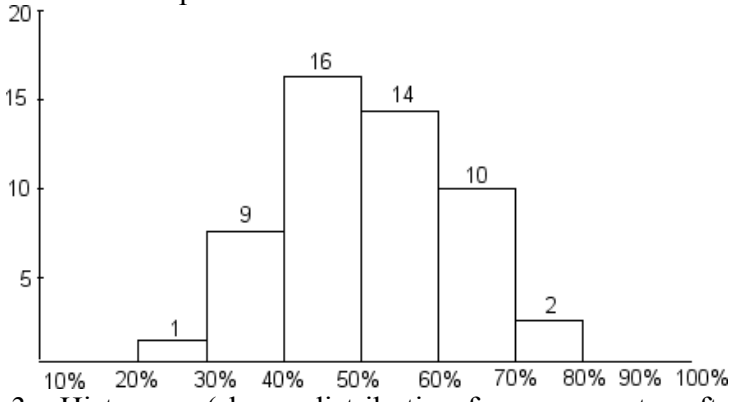


Fig. 3 - Histogram (shows distribution frequency notes after reviewing 52 students, in increments of 10%)

*Charts* are also several ways: bar, bar divided, with multiple bars, bars variables, circular, pictorial, information, algorithm type, etc. (FIGS. 16 and 17).

*Statistical maps* is a special graphical way to present quantitative geographic information, and the *information* shows how to submit all the information about a particular topic on one sheet of paper or diagram (fig. 18).

In literature there are many attempts to systematize communication functions, from Aristotle in *Rhetoric*, where he speaks of "oratorical genres" (like a deliberative, judicial, demonstration, or epidictic) to Roman Jacobson



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after the Second World War, which proposed a diagram of linguistic communication and defines six functions of language [14]:

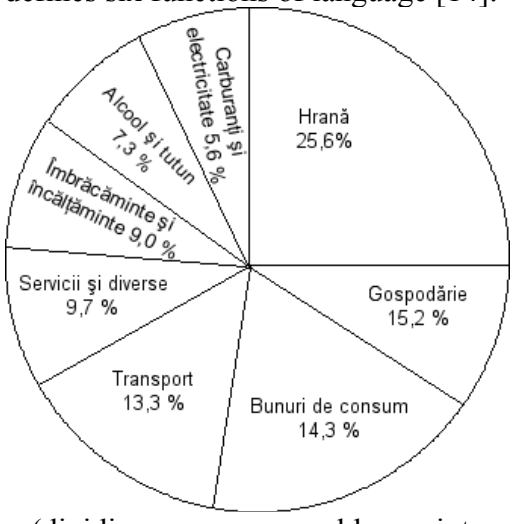


Fig. 4 - pie (dividing average weekly maintenance expenses of a family).

• *expressive function* centered on the transmitter, communication ability to express highlights the emotional states of the transmitter;

• *conative function* (Latin CONAR = to take, to try), expressing communication capacity to produce effects on the recipient or the recipient and is therefore a persuasive function or rhetoric;

• *poetic function* - centered communication message and expressed ability to go beyond the meaning of words and to determine the emotional state by mode of transmission of the message;

• *referential function* - communication is the ability to send to a state of affairs - *the reference* - in the broadest sense; express "reality orientation 'of the message.

• *metalingual function* - communication expresses the ability to take their own instrument by which the object is achieved; use code transmitter to talk about the code;

• *phatic function* - expresses the communication capacity to *ensure* effective functioning of the channel control [15].

### 1.3. Communication Training and educational communication

Romanian literature attempts to distinguish between *didactic communication and educational communication.* Starting from a definition of teaching communication given by Luminita Iacob: "A communication instrument directly involved in supporting a systematic process of learning" [16, p. 190], Dorina Sălăvăstru deemed to be didactic, communication must meet simultaneously a number of conditions:



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• be a deliberate act aimed at changes in knowledge, affect and behavior of one who receives the communication;

• take place in an organized way in accordance with certain principles of efficiency paidetichal (for training other);

• take place in specialized institutions (schools, universities) to be concerned with the good organization of communication;

• effectiveness of communication should be subject to assessment against a set ideal [5, pp. 190-191].

On the other hand, whereas education is carried not only in institutions but also in the family, children's groups, clubs, religious organizations, etc., acts of communication to influence others, within *the scope of educational communication*. Thus, any form of communication and education is a form of educational communication. The teacher in the classroom, his students performed a didactic communication, but at the same time, he realizes and educational because it produces changes in the personality of students. Not every form of educational communication is a form of communication and teaching. The scope of educational communication concept is broader than the scope of the concept of teaching communication.

Any teaching communication process has two inseparable sides: *the size of conviction and persuasion.* Any communication is an attempt to influence, but communication is didactic model student's personality intention to amend the direct meaning and foreshadowed the proposed educational aims. If you want to influence the student, the teacher must propose to achieve this objective explicit teaching in the communication process.

Convincing someone means to probe, to produce evidence and rationality line is one of many techniques that influence a person causes another person to adopt a certain behavior, following a verbal exchange. In this belief is *the assumption* by the individual to an idea based on rational grounds supporting the idea of order in question. In the words of Ch. Peirce 'beliefs guide our desires and shape our actions "[17 p. 115].

Since the formation of beliefs begins at the earliest ages, when the mind is still acquiring such says Maria Montessori, teaching communication made by any educator, it has the purpose, among others, the formation of beliefs. But no convictions remain the same; they are changing in relation to data science and social practice, due to errors in the documents of education, insufficient knowledge and mentalities Community.

### 1.4. Improving communication staff

Any educator strives to achieve a communication «ideal», ie with as little loss of information, revealing capacity to implement and translate teaching.

They are generally established several categories of requirements for efficient communication staff:



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• The first category relates to *the quality of the message* sent by the teacher student. Exigency requires that the message perceived to be identical to the message that the teacher intended the communication. Otherwise, it talks about something else, and communication remains an illusion. The didactic discursive construction must be taken into account on the one hand, by ensuring *a high degree of receptivity* discursive sequences by using appropriate terms, convincing arguments, worthy of understanding; secondly, to ensure *a balance between collaboration* and *discursive logic* means so used to help ensure rationality in discourse teaching communication purpose. For example, to avoid speeches Teachers degree of abstraction is too high or too low, because they hinder the understanding of knowledge transmitted and staff communication distorted message.

When building an argumentative discourse should consider the following elements:

- *The image* formed on the class-auditorium should be as close to reality; knowledge of those you talk gives the possibility of adapting speech to audience requirements. In relation to this *picture*, the teacher chooses the *right language, the most explicit discursive techniques* and *types of the most solid arguments*. Communication can be compromised by inadequate image, stemming from ignorance of the audience;

- *The language* used must be easily student receiving a message sent by the teacher. To be clear expression means being able to reveal the meanings explicitly or by logical-semantic procedures, as *defined* either by placing terms in contexts that better specifies meanings;

- *The effect of persuasion* depends on the force and strength arguments [5, p. 219]. Force a communication assessing the impact this has on classroom-auditorium. In its statement, the teacher must rely on what impresses him more learner. Arguments must be obvious rationality, to be credible and in line with what students already know;

- *Adherence of the class* to the arguments is a message sent influenced (positively or negatively) *the degree of credibility* of the speaker. The beliefs of authors [20], the credibility of the image is determined by the power source in the field approached, the degree of confidence that inspires; of how exposure arguments; the impression of sincerity that creates source; reputation orator; the logical organization of the message and the receiver identifies the degree of similarity message with its own system of values.

• An important role in teaching communication plays communicating not only the teacher but also *how* it does. It takes the *art of communication* in a *speech expressiveness* important role to play. Being expressive means choosing the right words to express your feelings. Therefore, some even study subjects' patterns of expression "(literary value of various literatures), while others insist on accuracy, precision, demonstrabilities, deductibility, as core elements in the



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construction of didactic speech. In some subjects, such as mathematics, physics, chemistry, we are dealing with a *symbolic expression*.

Speech expressiveness take verbal language not only the size but also the *para-language.* Tone, accent, speech speed, pace, breaks, diction, speech melodic contour, can amplify or diminish the expressiveness. *Tone* as part of para-verbal language can be a real sense switch: can captivate serious tone generating cognitive interest, while the ironic tone warns finesse elements, the subtext, what can not be said directly, stimulating the imagination. Of course, *the context* has his precise role in deciphering the meaning suggested by the intonation.

*The focus* usually indicates what is essential in a statement. Every teacher has a duty to show the audience what is essential in his speech in relation to what is less important.

Expressiveness didactic communication is influenced by non-verbal language used items. Dress physical, expressive face, gestures teacher can arouse "reverberations" intellectual or emotional students. Facial expressions and hand gestures are complementary verbal language, extending the meanings of words.

• An effective teaching communication must satisfy the requirements in relation to the adaptability of the audience. On the one hand, the professor as teaching message transmitter must fully adapt to the level of understanding the class, on the other hand, students as recipients, should be educated to properly assimilate the message sent by communication. They must be trained in the spirit of a *culture of dialogue*, understand that dialogue becomes a source of scientific knowledge, moral, aesthetic etc. Dialogue is generating knowledge students need to find alternative and didactic dialogue is an opposition of arguments and counterarguments, which earns him who present arguments logically based. Formation of culture of dialogue among students generates so-called *art of dialogue*, spring heuristic intuition, sometimes brilliant. Cognitive activity, a more intense dialogue generated, allowing a better assessment of the semantic content of the message.

• An effective teaching communication can not exist without the *feed-back*. The teacher is not whether his speech was perceived correctly or not, on the contrary, he is interested in "reaction" to the content of information transmitted class. The more so as the provision of educational type is presented as a statement in which they exchanged information and socio-affective permanent.

Jean-Claude Abric [21], analyzing the importance of "retroaction" in the informational blockade, identifies four functions of feed-back:

- Understanding control function;

- Adaptation functions of the message during communication difficulties;

- Social adjustment functions by roles flexibility;



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- Socio-affective function (increases motivation and acceptance of communication).

Feed-back occurs as didactic communication as expressing R. Mucchielli *communication about communication and learning* [27, p. 25-29].

• Social psychology accredits the idea that communication between individuals is determined by the *type of relationship* existing between the two people interacting. In this regard, Jean-Claude Abric sets out five rules of effective communication [21]:

- *To listen*, to figure out the point of view of the other;
- *To observe* everything that happens in the communication situation;
- To analyze the components of psychosocial field this causes individuals;
- *To express* your views on the party or the nature of the object of the communication;
- *To control* not only the quality and relevance of the message, but also can disrupt the processes of transmission.

In conclusion, we can say that communication relationship, the teacher aims to assume the role of a such a way that the student will want to look forward not only meeting with him as a person, but also meeting with another discipline teaches. A good teacher is primarily a good speaker, a good psychologist and pedagogue, a "manipulator" of knowledge, ideas and souls at the same time.

### 1.5. Social cognition and communication

No "cognition" nor a "motivation" and no "behavior" does not exist as such and can not have an impact unless it means something; and signify involves, by definition, at least two persons having a common language, shared values and common memories, says S. Moscovici [22].

Taking up the idea of older works, Moscovici gives a privileged place here studying communication in social psychology. But this initiative shared by a small number of authors (eg, Brown, 1965 Clément & Laplante, 1983; Rommetveit, 1974) seems to have had the desired effect on the orientation defining work discipline, for which we intend to We reaffirm the importance of language study in social psychology with the contribution of inter-groups.

The lack of interest shown by the social psychology of language can be linked to two options oldest political science. Both S. Moscovici and RM Farr [23] gives different versions, although their complementary. By E. Moscovici, even if Ferdinand de Saussure put the issue of relations between social psychology and linguistic distinction between language - a system of relations between *lexical units* - and speech - the use of language by members of a community - allowed to separate the study of language the language-independent correlations. Linguistics study an individual transceiver type, ideal and universal. By making the language clear and independent system, remove it



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with a single blow and speakers and communication. This position far from unanimous, explains why, historically, was not interested in studying linguistics convention.

By RM Farr (1980), psychology origins are marked by a similar exclusion language study. E. Wundt worked out, however, *Volkerpsychologie* (1916), an approach that corresponded to study social psychology of collective mental phenomena, including language, resulting from the *interaction* between individuals and not consider them separately. GW Allport's statement that the individual is the last and the only unit of analysis has brought psychology of language study in the sociology field, thereby circumventing it, while social psychology.

While procedures preferred laboratory study social psychology reduced and standardized verbal exchanges between subjects and experimenters. No wonder then that this experimental paradigm produced at a time, starting with the 60s, three main explanatory systems *(cognitive dissonance, causal attribution and social cognition)*, the communication was not present only implicitly and in a manner invariable. The tendency to ignore situational and cultural variations universalist ambition fueled proposed explanations. The consequence is an increasingly psychology and cognitive individualistic, but still less social, a problem whose resolution and would like to contribute the following lines [24].

All approaches usages of language in a social context is based on the existence of linguistic changes that coincide with situations and personal characteristics (age, sex) and social (social class, ethnicity). Variations phenomena concern both verbal and *para-linguistic* and prosodic phenomena, the latter referring to music or melodic aspects of speech as RL Street specify [25]. They also relates to the non-verbal language, while the art has addressed individual differences rather than inter-group differences about it here, for which we will look at aspects word.

A simple count of languages convince us that the world of humanity consists of specific contacts between language groups. After Nelda P., N. Labrie C. Williams [26], half the world's population uses two languages in daily life - Maurais, 1987; Vermes, 1988 [31]. The situation becomes even more complex if we consider that in addition to language as a system codified and repertoire, there is an equally significant impact in terms of social, dialects, registers or styles of a same language, which identifies residents as members of different groups that interact in specific social contexts. It seems therefore preferable to talk about "code" in the sense of linguistic system, not necessarily repertoire and formalized, but serves as a means of communication for a particular linguistic community under specific conditions.

There has to be detained two aspects of linguistic variations of the language. The first is that each individual is likely to include some of these codes into his repertoire and use them depending on the situation. Repertoires



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span can vary by age, sex and social class. The code (or register) used in the official times will be completely different on syntactic and lexical plan that used in less formal contexts, such as meeting friends.

In formal occasions it is commonly used form of a *standard* language. This style is identified with prestige, education and power. In countries where there is a linguistic policy, this is the style promoted in public and be subject to detailed technical studies as Corbeil appreciate I. [27]. That is chosen as standard standardization is rather about the political power of those who use it. Besides the standard form, there are usually one or more forms of vernacular used in informal occasions. Each group has its own repertoire accompanied by rules that dictate codes appropriate use.

The second part consists of a code that choice seems to be a conscious strategy whose main events are the *mixture* and *alternation*. The two phenomena are related to the notion of tours passwords, ie the period during which a speaker expresses uninterrupted. A conversation is composed of a succession of *tours de parole*.

The mixture introduced into a code corresponding passwords tours of words or phrases borrowed from another code and alternation consists of a code change that coincides with the change of passwords tours. Use of alternations and mixtures code is closely related to the nature of inter-group relations.

According to some authors, the study of social cognition went astray because of insistence on determinants asocial. Language and communication, however, are social phenomena as they occur among individuals, it refers to individuals and are rules and conventions that are the product of a community. Subsequent work demonstrated that all communicators follow the rules "communication game" and that by doing this, they organize their verbal messages according to their assistance. In addition, to articulate such a message has an impact on the attitudes communicator himself.

According to the model linguistic categories, vocabulary of a language can be structured according to cognitive properties of words, in particular the degree of abstraction verbs and adjectives. The abstraction layer is higher and the opinion expressed is more stable, so it is more revealing in terms of the actor, but the more difficult verifiable, much less consent and provide information on the situation.

Thus, verbs and adjectives relatively abstract, such as "love", "honest" and "reliable", designate a permanent feature of the actor himself and favor dispositional attribution behavior. But less abstract verbs such as "calling", "meeting", "hit", used to describe the behavior of an actor provides information focusing on verifiable circumstances relating thereto and directs the process of awarding such causal actions s to external causes.



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### 1.8. Intercultural communication and linguistic identity

Trying to explain the same phenomena, communication sciences borrows from a variety of disciplines epistemological principles underlying the approach of inter-group LE After Sarbaugh [35] set of social practices corresponds culture that characterize a particular group. If we take into account that every individual belongs to several groups (sometimes family, sometimes friends, sometimes the nation) that are not clearly separated from other groups, any meeting between two people involves a degree of greater or lesser interculturalism. LE Sarbaugh [29] states that the degree of interculturalism depends on four factors:

• *Concept about world* corresponds beliefs about the nature and purpose of life and the relationship with the universe. After G Hofstede [36], for example, crops differ according to four dimensions: individualist / collectivist, masculinity / femininity, and uncertainty avoidance distancing power.

• *Beliefs and behavior associated rules* define what public means a «good» in a specific context. They answer questions about what should or should do and what not or should not do.

• *Codes* assembly systems correspond verbal and non-verbal adopted by a group. It proposes a distinction between higher context codes is based on a prior sharing and default culture by interlocutors, and lower context codes whose information is contained largely in messages. Computer language code as an example of inferior context, while verbal exchanges between spouses or good friends would rely more on higher context codes [24, p. 194]

• *Relationships and perceived intentions* are defined, at a private meeting, the relationship of power between participants and purpose, shared or not the interaction.

So, using these factors, one can trace a continuum of intercultural awareness where it would be possible to locate all interactions, from *less* (eg, twins unilingual, amusing themselves together) to *more* intercultural (eg a patron Japanese and Latin American employee, both bilingual, in an official meeting).

The approach gives communication sciences, so, to some extent, the concept of dichotomy in-group / out-group defined objective as fundamental elements in explaining intergroup relations. She replaced with a continuum of interculturalism enabling the same perspective is comprised both intra-group communication and the inter-groups. Parallel concepts of *competence in interpersonal* and *intercultural communication competence* give similar results: every theory must explain better interpersonal and intercultural communication. This theme was analyzed from three perspectives research focused on behavior, cognition, and respectively identity.

By means appropriate behavior usually part of the actions and deeds individual repertoire applicable to the situation of intercultural communication.



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This research however does not explain the intricate process by which skills are used intentionally and no reason.

Another approach to intercultural communication competence confers a strong focus on cognitive nature necessary knowledge in order to develop harmonious relations. According to some authors, the main problem facing the interlocutors belonging to different cultural groups is to reduce uncertainty related to meeting a "stranger" by acquiring adequate knowledge of decision-making within the interaction. WB Gudykunst [30] isolated five main aspects of this knowledge:

1) Knowledge of multiple perspectives, corresponding to the degree of differentiation of the cognitive system of interlocutors;

2) Knowledge of other interpretations corresponding ability to separate the cultural meaning of a situation;

3) Positive expectations regarding the behavior of foreigners;

4) Knowledge of the similarities and differences between their own culture and the foreign party;

5) Sharing communications networks with the stranger.

Contrary to conduct inventories based perspective, it has the merit to proceed to the existence of mechanisms (decrease uncertainty, attention) that describes and explains the dynamic relationship of exchange between the parties. But like previous perspective, she talks too little about the factors that emphasize specific knowledge in a particular moment or about the relationship between this knowledge and verbal and non-verbal behaviors.

The third and final perspective on intercultural communication competence is distinguished from the first two in that it is based on a different epistemological option. Rather than define the communication situation through terms developed by the researcher (traits, skills, knowledge), this approach, called "humanist", trying to understand intercultural communication as an interactive construction of meanings between two parties. A conversation is defined as intercultural not just the group of belonging, participants assigned based on external criteria, but also the extent to which his interlocutors *communicate* in any way their different cultural affiliation during the meeting. So intercultural conversation would take the form of negotiations in which each individual would use cognitive resources (attention, categorization), emotional (feelings management, focus on it or the other) and behavioral (skills, flexibility) to reach intercultural harmony.

While less suited to their nomotetichal analysis perspective allows interethnic communication process to be represented in the evolution of interactive and qualitative changes to be perceived as felt by the interlocutors. In the center of the process of building identity phenomenon is relevant in a number of psychological processes. Like the first two approaches, the latter way of conceiving intercultural communication focuses on the relationship between interlocutors legally considered temporary and contextual. He justifies their



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membership effect ethno-linguistic groups defined in a manner less immediate or retroactive influence on linguistic behavior groups there you. As we shall see in the next section, a better understanding of the two phenomena connected to inter-group communication more easily articulates around an issue that facilitates the identification belonging to a group and social position of the group in relation to other.

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