



Communication and Reception in Teaching: The Age of Image *Versus* the „Weight” of Words

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Abstract: *Contemporary culture is mainly a culture of image. We get our information seeing. Examination of images is free, while reading is impelled by the necessity of browsing the whole text. The image seems more appropriate than the text when trying to communicate easy and quickly. The speech calls for articulated language, expressed through a symbolic set of oral or written codes that we must master. Understanding an image requires less work and fewer skills than reading a text. This paper aims to highlight how messages are perceived and received within the educational activities, through the two types of communication, iconic and logical-linguistic. The instrument used in conducting the research was represented by a questionnaire consisting from objective and subjective items, applied to students from high schools in Oradea. Besides these questionnaires, a key role in the study was played by the knowledge gained while observing lessons held by students of the University of Oradea within their teaching placement, as well as while supervising teachers from secondary educational institutions in the process of obtaining teacher certification level 1. The obtained results prove that the majority of investigated students prefer the combination of two types of communication in teaching.*

Keywords: communication, message, teaching, learning

Introduction. The communication area has been studied and debated for almost all sciences, because communication is seen as a central dimension of our cultural life. According to the most general definition, human interaction represents communication through messages.

Communication can be considered as messaging, as well as communication and exchange of meanings, as well as cutting activity, distortion and create meanings (senses). Communication between people can be studied as a process, inquiring how our transmitter / receiver encodes / decodes the message, how issuers using means and channels of communication and efficient broadcast message. But, this approach is not the only possible communication. For semiotics school, the message is a construction of signs which, by interaction with the receptor, produces a meaning. The focus is not so much on communication as a process, as the communication as generator of meaning. The transmitter (messaging) decreases in importance. The focus is on "text" and how that is "read" it. "Reading" is the discovery of meaning that occurs when the "reader" interacts or negotiates with the "text". Negotiation occurs when "reader" message is filtered through the sieve cultural model, in terms of signs and codes that compose message. As much the system is sharing the same codes and the same signs, the closer will be the two meanings assigned message.

Whenever we communicate, we always follow four main goals: to be receptive, to be understood, to be accepted, to provoke a reaction (a change in behavior or an attitude of an opinion).

The content and the manner in which it communicates are under the influence of context communication. Its assessment involves contextual analysis of several dimensions: physical, temporal, cultural, social and psychological. Comprehension ability of the receiver must never be ignored, and the message should be carefully built. The intelligibility of a message is given not only by the intake of new in form and content, but also by its structure (Ramírez-Orellana, 1996).

Currently, there is a frequent use of images, iconic sign in the sphere of communication, especially in the media, which is why iconic language became the subject of the various researches.

Images and words are involved in a game of significance. The text and the image combine themselves to form a mixed speech: verbal and visual. The image of language can be justified by two explanations: 1) image increasingly serves more as a means of communication in contemporary society; 2) linguistics discovered methods that can be applied not only to the study of the language. It is absurd to be against language or her image well as for or against it. Discussions on the legitimacy of the border between language and image extrapolation (of linguistic and iconic), is the due to the use of general methods, of which a large part is linguistically. And the iconic sign language can be compared in terms of form and function, but they differ by mode. Vettraino-Soulard (1993:94) admits that the analogy between linguistic and the iconic sign is possible, but with some difficulties, because the message is neither linear iconic, nor hierarchy. The author notes that what is arbitrary iconic message is not the sign itself, but how it is placed in a structure, what is necessary is the process in which it seeks to confer a sense image. The examination of the iconic sign from different perspectives: the ratio of analogy, mechanisms of visual perception, cultural experience, denotation and connotation of. Although there is no unanimity among linguists, they relate to the definition of the iconic sign, and this it is clear that is an effective means of communication. Iconic symbol, like sign language is full of meaning and

the essence of a visual message that can be expressed verbally or through a statement or by text.

Problem of Research

Teacher-student relationship is obviously a communication relationship, which is specific that occurs through knowledge and cultural content (Meirieu, 2010). But communication is not reduced in this case to a simple transmission. The teacher must take into account the affective relationships, representation, language and socio-cultural differences that may affect educational message.

In order teachers to form the abstract thinking in students, which makes the formation of judgments, they use a large share teaching materials, to provide concrete support-intuitive knowledge. This means using several languages: logical and linguistic, iconic, graphic, symbolic, sound, gesture, etc. They intercede the fixing, the storage, the processing and the transmission of the information from the external environment as well, expressing moods and attitudes subjective intentions. Once formed this abstract thinking in pupils, the learned contents become more complex, the curricula more dense, and teachers are increasingly inclined to pay more attention to what they say and how they sometimes neglect what they say (or what students understand). Lack of this skills, the lack of meditating with this instrument, used in communication, often result in educational field.

Our focus in this paper will fall on the two languages used by teachers in teaching: the linguistic language and logical-iconic language. Each of these media resort structure and define the messages that they convey, and enable us to relate in some way to the world around us, shape our behavior, perceptions and the way we see the things.

We do not just look at a text or an image, and these two ways of looking give rise to different mental posts. Examination of the images is free, we can come and go where we want. Browsing text is constrained by a sense (direction) of required reading, spoken or written discourse is linear, while the image, not even if we share the "during" reading. On the other hand, the picture is analog: it works by likeness that represents the object. Speech appeals to articulate language, expressed through a series of oral and written symbolic codes, which must master. Understand an image requires less labor and fewer skills than reading a text acquired. Therefore, the image is easier to understand than any set of signs related to the logical language (Schlenker, 2014) In principle, the look of an image requires a smaller effort than deciphering a sentence in a natural language or chemical or mathematical formulas. Putting information in linear form requires an effort to decipher. In the face image, but our thinking relax and therefore, the image we produce immediate pleasure. This difference involves numerous consequences. To communicate easily and quickly, the image seems more appropriate than text. Mass culture, as it turns out, favors images: illustrated magazines are sold faster than full text.

Lately there is a recurring criticism of the picture, especially if its use by children (especially media products). It seems to urge to laziness, saturated field of vision and cancels any desire to use your intuition and

imagination. Daniel Bougnoux (2010:237) recognizes that there is such a danger inherent in the image to the screen and obstruct any different approach and investigation. Knowledge of the real serious must go beyond the visible (Kellner, 2001).

Methodology of Research

This paper aims to highlight how messages are perceived and received within the educational activities, through the two types of communication, iconic and logical-linguistic. The specific objectives of the research were the following: (1) determine the place and role occupied by iconic language and the logic-linguistic in teaching; (2) identifying students' opinions on the preference for a certain type of communication in teaching; (3) identify the option regarding the role of students in teaching image.

The group of subjects consisted of 256 students (N = 256) who study in six high schools in Oradea, Bihor, Romania.

The instrument used in conducting the research was represented by a questionnaire consisting from objective and subjective items, applied to students from high schools in Oradea. Besides these questionnaires, a key role in the study was played by the knowledge gained while observing lessons held by students of the University of Oradea within their teaching placement, as well as while supervising teachers from secondary educational institutions in the process of obtaining teacher certification level 1. The study was carried out from October 2014 to April 2015.

Results of Research

During nurses during teaching practice lessons conducted by students at the University of Oradea, especially inspections made teachers to obtain teaching degree I, I have seen how in high school teaching has it share of communication logical-linguistic language. This was confirmed by one of the students answer the questionnaire: your teachers use language iconic (image or media) to class? The result can be seen in the table below:

Table 1. The use of iconic language teachers in teaching

Indicators	Teachers with seniority ≤ 10 years			Teachers with seniority ≤ 10 years		
	To a largely extend (%)	To a small extent (%)	None (%)	To a largely extend (%)	To a small extend (%)	None (%)
Humanistic discipliness	44,5	52,8	2,7	13,4	78,2	8,4
Real subjects (biology, geography, physics, etc.)	67,6	32,4	0	50,3	45,9	3,8

From the analysis above table shows that most teachers send message language students by making logical language (written, oral) In the category of staff who use the word merge with the image falls mainly teachers of real discipline Images, graphics, symbols are mainly used in disciplines that, by their nature claim first comprehensive training programs about the proposed images for study (biology, physics, geography etc.) and very little in the humanities. Another aspect revealed is that those who prefer the combination of two types of languages are mostly young teachers, much more connected to the realities in which we live and more familiar with the technology and media.

Another aspect noted in the research refers to the preference of students for use by teachers iconic language. In the chart above we can see that 93% of high school students seeking teaching resource usage in media (images, symbols, graphics, etc.). The result of this item is confirmed and detailed the next item:

Table 2. The role of imaging in teaching

Indicators	<i>To a large extend (%)</i>	<i>To a small extend (%)</i>	<i>None (%)</i>
The analogy between word and image facilitates understanding	95,8	4,2	0
Teaching is more interesting	98,2	1,8	0
It manages to capture my attention for longer	76,9	21,9	1,2
The message can generate interpretations (encourages debate)	34,7	58,9	6,4
Analysis of the recovered image elements	52,9	22,3	24,8
It helps me in life	65,6	28,8	5,6
They need not diminish as long as the student-teacher communication	98.1	1,9	0

Analyzing Table 2 it appears that most high school students (95.8%) believe that the analogy between word and image facilitates understanding, and at the same time, teaching becomes more interesting, more dynamically. This is correlated with the responsibility that teacher must have when they choose how to deliver the message. Students are seeking joint language with the iconic logical language, but in a perfect position so that teacher-student communication is encouraged and not diminished (98.1%). Another aspect revealed by the analysis of this table is linked to the image decoding broadcast messagehallo.ro 52.9% of students are aware that they need some knowledge of semiotics image for the message to be perceived efficiently, but also to make personal interpretation.

It is of importance to the world we live in, a world where we are bombarded by the media image. We think more attention from teachers to form skills needed media reception will help students and out of school. A significant part of the consignment, 65.6% agree that this may start

presentations in class, waiting perhaps for the teacher to have a role of media.

Although there are critical voices role that image came to have today, especially regarding cognitive bend, emotional bend at the children and youth, we believe that if it is harnessed effectively, we can have great benefits in classroom activities. Relevant in this respect is the indicator Manages to capture my attention for a long time, where 76.9% of students responded large extenthallo.ro It is known that to illustrate a presentation is better to design some pictureshallo.ro Imperative communication leads to the icon message, although the immediate benefits resulting from it: quick understanding, pleasure, adhesion.

Conclusions

The relationship of similarity between the iconic sign and send the object to which it must immediately senses. The only way to directly communicate an idea is through an iconic sign. Due to the existence of a natural link between the object and icon, iconic message remains the simplest way to communicate an experience; such an image (drawing, painting, photography, poster, chart, etc.) may sometimes have a much greater impact than a long speech on the receiver. Highlighting the ratio of likeness or analogy is conditioned by selecting those qualities and traits that confer transparency and to guarantee recognition sign (Semetsky, 2013). The two approaches, logical-linguist and iconic communication can not be excluded from a practical standpoint. On the contrary, communication is a human process is conscious, but also symbolic, which creates a certain significance. She was born in a developing context and content and the plan of relationship. On the other hand, it is an irreversible process, given the impact that may have on our message to the receiver.

In terms of media penetration in school, the question "postulate student autonomy"; User student media in an educational sense requires a true autonomy, a real identity - intellectual, socio-emotional. This autonomy is more difficult than is sometimes asserted optimistically, because the student needs, but can not be autonomous from the beginning of the educational process. He should know beforehand if you do not, even where, when and how, can search what you need to know; it requires knowledge of student self-assessment procedures difficult to offer. Student autonomy appears only as a result of the educational process, when it was brought to an end by mediation by teacher. Student autonomy - meaning educational process - can be achieved if mediation by their teacher plays. We believe it is necessary in this regard, attention given to training in the school media competence, which requires certain capacities on reception and decoding messages, conscious participation in acts of communication. Word and image must support deliberation by each subject on the basis of relevant information and thus stimulate the creation, production ideas and ways of empowering us. Only free discussions, debates stimulates the search for truth, the right decisions, imagination and creativity. And responsibility for the communication tools used by teachers is crucial in this respect. Therefore, the image, the media in general should neither

prohibited nor avoided, but selectively exploited, retaining only what is best of it and making these things for the benefit of the education of children (Blândul, 2014).

They say what we see. Meaning efforts of education (formal, non-formal, informal) is empowerment and the opposition to any form of conformism, imitation, indifference - the resistance to any kind of addiction (including against the media). In this regard, teachers should avoid stereotypes, develop imagination. The opinions on the role of the teacher in the context of media use for education are different (Moeglin, 2003): some believe that the teacher's role is reduced to motivate the students, organization of assistance students; others, reveals that the teacher's role grows in the sense that he becomes a trainer - mediator. Risk absence or not prepared teacher as trainer and mediator is as efficient education and training to be decided by the price deformation learning processes.

What we advocate is that in teaching the meaning of communication is born. And meaning is born only of information but of exchange values, conversion of representations and attitudes, all meanings assuming generation (Coletta, 2015). Unable to render absolute, nor should any of the forms of communication in teaching. Mastery learning, is emphasized at this level: how to motivate students, as it involves the teaching of new knowledge, especially as local personalities make them responsible and creative, tailored to the time in which we live and in which they will perform their professional activity? Therefore, we do not believe we should be vehement any image that is branded media today, but not exclusive to stick to routine verbal discoursehallo.ro A joint effective when it is possible and motivating for pupils think it is necessary. The only way to form his self-education, prompting critics to become individuals with information from all media, arming them with intellectual work techniques regarding how they choose relevant information, from where, but especially those who are, they need and deserve to be develop.

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