

## A Review

# Considerations on Communication in Teaching Environmental Protection

DÂRJAN Sorina\*

*University of Agricultural Science and Veterinary Medicine Cluj-Napoca, 3-5 Manastur St., 400372 Cluj-Napoca, Romania;*

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### Abstract

This paper briefly emphasizes the importance of the communication skills in teaching, generally speaking, and in environmental protection teaching, particularly. There are nominated the major components of the communicational component of the teaching process, meaning: the source of the informational message; the message, in fact; and receiver or the student. There also is mentioned the complex role of the teacher in communication process and key indicators for the teacher ability to efficient imparting knowledge to the students, represented by the four classes of communicative approach, dialogistic with interactive and non-interactive components, and authoritative with the same interactive and non-interactive components. The specific techniques needed to be mastered by the teachers involved in environmental protection education, as controversy and debate, are nominated, together with the desired competences of an environmental protection graduate. One of the main ability aimed are considered to be the formulation of specific environmental concepts, and besides this we may mention the competence of making environmental decisions, or the ability of defending own opinions.

**Keywords:** communicative approach, competence, opinion, debate, controversy.

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## 1. Background

The meaning of the word "communication" may be emphasized, if we take into consideration the definition of the Oxford Dictionary, as "the imparting or exchanging of information by speaking, writing, or using some other medium" [13]. The thoroughgoing reading of this definition reveals the importance of the role of the teacher in communication. It means a key one, because the teacher is the one who imparts and transmits knowledge to his preopinents, who is the student.

The components of the communication techniques specific for teaching process [9], which is a complex one, includes three major components, meaning:

1. the source of the informational message (concept, choice of the words and expression of the words);
2. the message, in fact (that may be verbal or non-verbal, using different channels, as written media, person-to person, etc.);
3. the receiver or the student (who is the final user of the message, and who hears or sees the message, understands it, and accept or not after filtering the information through his mind).

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\* Corresponding author.  
Fax: +40-264-593792  
Tel: +40-264-596384  
e-mail: [sorina.darjan@usamvcluj.ro](mailto:sorina.darjan@usamvcluj.ro)

An important feed-back connection between source (teacher) and receiver (student) must be

But if one talks about communication skills, before all, he thinks of the teacher's communicative competence.

In early '80s it means linguistic, socio-linguistic, discourse, and strategic competences [5], while beginning with '90s we refer to language competences (organizational and pragmatic), strategic competences, and psycho-physiological mechanisms [1].

## 2. The role of the teacher in communication

The connection between teacher and classroom with the aim of better meaning-making techniques is one of the principal desiderate of modern teaching. Teacher's complex role (Fig. 1), and classes of communicative approach (Fig. 2) are key components of communication success in teaching process [6].

established in order to supply a successful communication.

According to Carvalho (2007), the four classes of communicative approach (Fig. 2), are key indicators for the teacher ability to efficient imparting knowledge to the students, as consequence of both his scientific knowledge luggage, and abilities of interact with students [6]. The dialogic discourse aims mainly the interactive discourse, which involves at least two persons, while the authoritative discourse puts accent on non-interactive discourse [6].

A distinct field of communication, in teaching process, concerns the specific of a particular discipline to be rendered.

In this situation, in order to supply an effective educational output, the teacher must take into consideration "what kinds or genres of speaking do students" in the specific field they need to master, and "what characterizes effective speech in each of these different genres" [12].

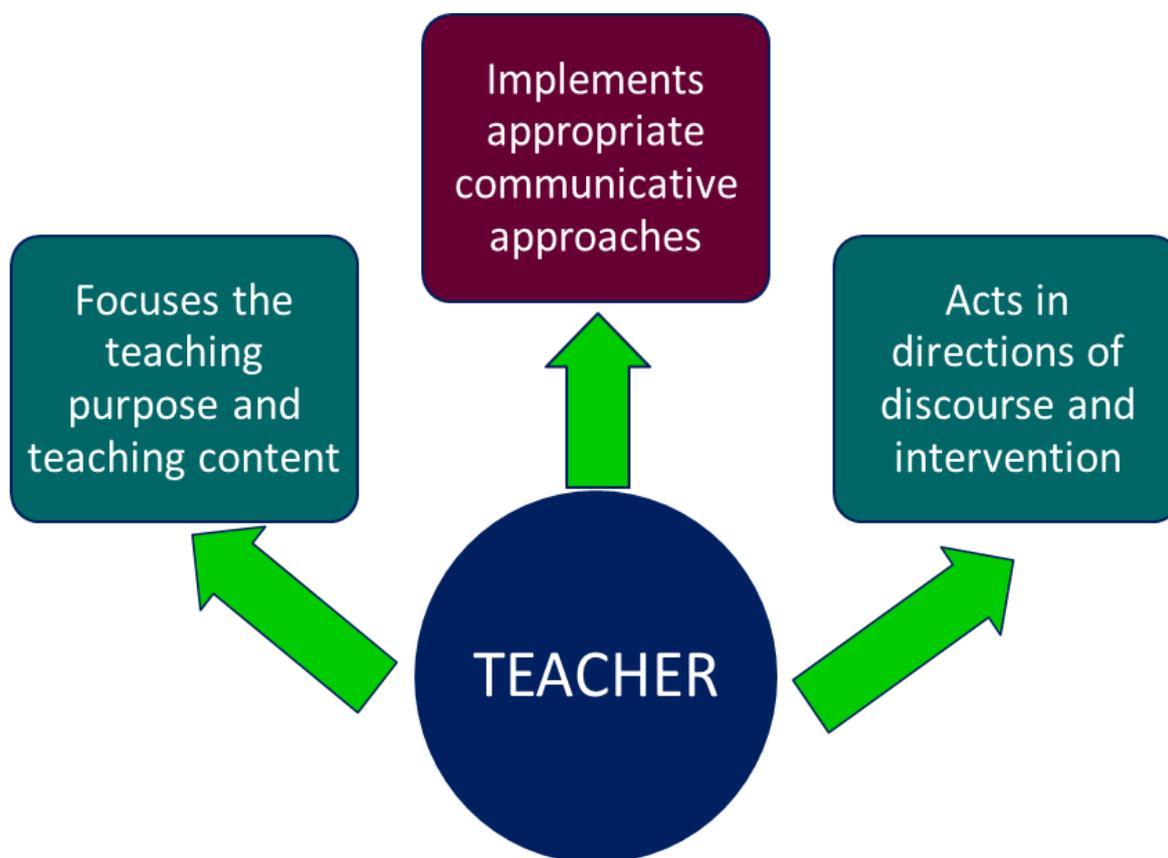
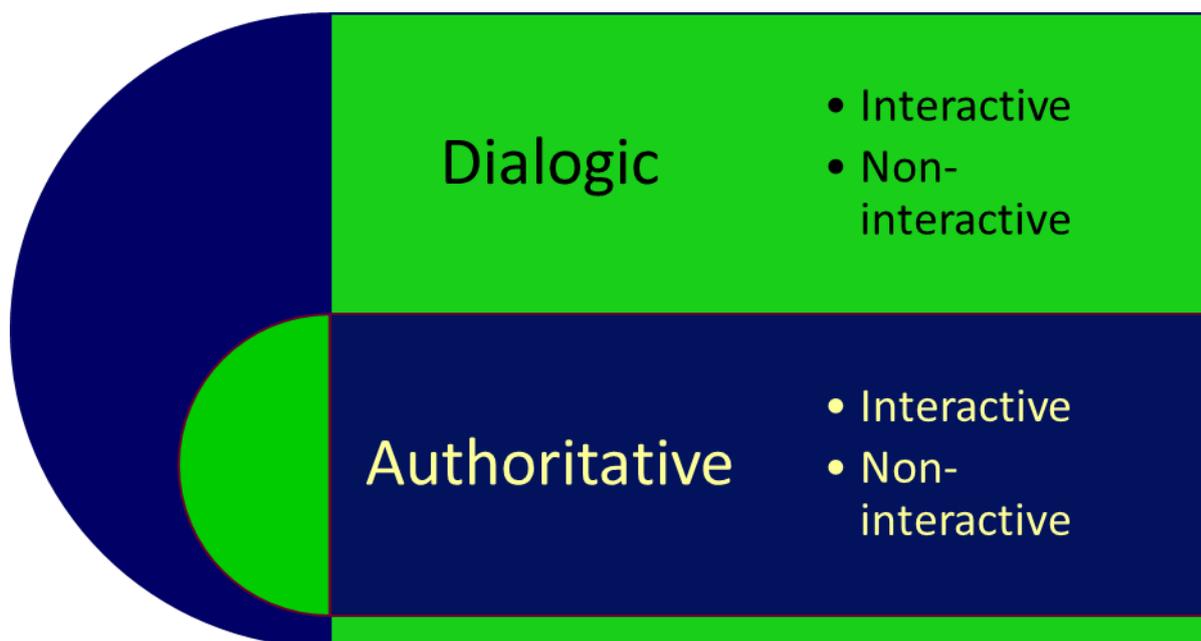


Figure 1. The teacher's role



**Figure 2.** The classes of communicative approach

### 3. Communication in the Field of Teaching Environmental Protection

The specific of the environmental protection education involves particular communication strategies meant to supply an integrate approach, including new techniques destined to broader the teaching aim, by delivering a complex output with three valences: competence, attitude, behavior [2].

Several studies were conducted with the aim of identifying particularities of the communication skills of teachers dealing with environmental protection issues.

Some of them point the value of teachers' judgments in selecting communicational techniques within the process of teaching environmental protection issues [7].

There are studies aiming the complex issue, meaning to identify the relationships between the attitudes of students in the field of environmental protection toward their field of study and toward science, generally speaking [10].

Some of these studies reveal the strong positive correlations between the students' interest for science and their interest for environmental preservation [10]. These cases may emphasize the importance of teachers' communication skills in

further attitude of students against environmental issues.

In this respect, the teaching communication techniques must approach mainly the strategy of controversy, by confronting students with alternative points of view [3].

This approach is meant to straighten their convictions, and also to help them to better formulate an environmental point of view and/or conception. The student, with acquired knowledge, will be able to construct an appropriate environmental conception and make suitable environmental decisions [2]. They also must approach the important role of the communication teaching skill, which promotes the debate, in addressing environmental protection concepts that, in this way, will have all premises to be acquisitioned by students in a realistic and dynamic manner [11].

Another important environmental protection teaching issue, where teachers communication abilities are of first importance, is the need of supplying students the ability of developing skills for defending their opinions, questioning the preopinents' points of view, and not the least, ways of integrating these skills with data collection and computational abilities [4].

Communication skills that the teacher, involved in environmental protection teaching process, needs, also involve those used in promoting active student learning for providing them integrative tools for developing concepts, which corroborate scientific, political and social dimensions of environmental protection [8].

#### 4. Conclusion

The complex problem of communicational skills that must be acquired by the teacher, generally speaking, and by the teacher involved in the fields of environmental protection education focuses a series of techniques. Among these literature considers as appropriate the interactive dialogic approach, mainly by confronting students with alternative points of view (controversy), and debate. All these communicational teaching techniques may contribute to formation of the specific background of a specialist in environmental protection, in terms of competence, attitude, and behavior. They will create environmental protection specialists with abilities of: formulation of specific environmental points of view and concepts; taking suitable environmental decisions; defending their opinions; questioning the interlocutor's points of view; corroborate scientific, political and social dimensions of environmental protection; and corroborating scientific, political and social dimensions of environmental protection field in an integrative manner.

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