ENVISIONING LANGUAGE AS A TOOL OF CAMARADERIE IN THE CLASSROOM

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Public speaking is something most people would not prefer to do as a routine to establish their rapport and connection with others. It gives some of them butterflies in the stomach as if they would never put it as part of their checklist to accomplish. There are reasons: maybe language is not truly their strength at all; and maybe language is too arbitrary and dynamic.

In reality, public speaking is just one of the ways to exercise the use of the language may it be dialectic, sociolinguistic, idiolect, or vernacular. We use language to communicate and to be the bridge for smooth understanding of ideas and messages. Misuse of a certain language leads to obstructed deciphering of a thought, but careful use of it at any cost leads to impeccable situation where both parties never have to argue. In the classroom, teachers are the best public speakers. Students, then, are the great listeners. Often, both teachers and students exchange roles in communication – from the encoder to decoder and vice versa. Language is also associated with activities that evaluate and assess the learners’ way of helping themselves and their peers. These are activities which are either intrapersonal or interpersonal. The former is when one meditates and communicates with himself or herself while the latter is when one works with dyads, triads, or larger groups. If the teacher does not engage a student to a group task, the use of language will not meet its quintessence.

According to Fresch, Opitz, & Ford (2014), there is such thing called “Whole-Group Instruction” in the teaching and learning process. It campaigns the language of “we are in this together” which develops a feeling of camaraderie that provides
companionship throughout the learning journey. They also stated that the language of camaraderie and companionship enables all students to work toward the same goal. These activities instructed by the teacher do not mean that all students have to do the same work in the same way. In fact, students feel successful and empowered when they can accomplish self-selected activities. They find joy and their voice in contributing to the larger group.

One cannot eradicate the fact that there are children who are aloof as they enjoy working alone, but they still need to be with a group to find a sense of belongingness and to instill the value of friendship and proper communication. Though people have different languages to speak, the truth is that all languages have a purpose to share. Language teachers are not the only ones who need to share this common purpose. All subject teachers with various specializations must work on incorporating an easily understood language to cascade knowledge and information and to attain holistic and functional learning by touching the cognitive, affective, and psychomotor learning domains.

In addition, it is a solid fact that language also has and creates barriers to disrupt an effective communication. While it is true that a specific language builds good and intact relationship, it also fissures friendship. Teachers must help the students to work with their classmates by easing the tensions that may rise out of pressure and competition. Students, on the other hand, must learn to be cooperative and not solely relying on their leaders alone. At an early stage, they must unravel the cringing connection that they can build with one another in order for learning to prosper and grow and in order for them to embrace humanity. After all, students are human beings, too and the proper way to address others with respect is when they learn to address themselves with respect firstly. Envisioning language as a tool of camaraderie will bring out the best in a classroom learning session, and to state, no one will never be alone in the corner while waiting for the blessings to come. Language is a powerful tool. Instead of using it in a negative force,
why not use it in a positive approach? This is a rhetorical question both teachers and students must keep in mind.

References:

Engaging Minds in English Language Arts Classrooms: The Surprising Power of Joy by Mary Jo Fresch, Michael F. Opitz, Michael P. Ford (2014).