

Coda Code Of Language In Human Life

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Abstract:

Language is a system of sounds, words and structures that are interrelated and integrated with one another. It is a tool for socialization. Operationally, the coda code of language in human life refers to concluding section or concluding remarkable code of language as functional in nature. If language learner is well acquainted with coda code of language with regard to informative, directive, expressive, aesthetic phatic, referential, metalingual conative, heuristic, instrumental, interactional, imaginative, and representational, reasoning, recording, identifying, physiological, pleasure and communicative aspects, he/she will be able to become as an effective communicator as per the demands of 21st century.

Key words: Coda Code, Language and Function.

Introduction:

Language is a tool for socialization. It is the primary medium for the creation and dissemination of knowledge, customs, values and cultures. It is transactional due to acting, reacting to and emitting various environmental stimuli and receiving responses or feedback on a natural frame and consideration (Narcis, 2017). It is instructional with a view to achieve learning objectives and goals. It is a dynamic and two way process involving the sender and the receiver in constant action of encoding and decoding of meaning. It is a process with a direct movement from the sender to the receiver and vice versa in communication (Garba & Idris, 2019). Language Education is the potential domain of language teaching and learning with a view to transform the understanding of the language in classroom. It provides rational reasons to shift from rote learning and recitation to meaningful learning on content (Oni, 1995).

Language is learnt either naturally or structurally. It is a system of sounds, words and structures that are interrelated and integrated with one

another. It is symbolic to share common experiences. But, language symbols are vocal (Hargie, 2011). It is basically meant for speech. In human speech, different sounds have different meanings. Hence, coordination of certain sounds with certain meanings will be studied by studying language (Berko & Wolrin, 1998). It is essential for social progress with positive social relations in social setting. It expresses common cultural experiences. It is not static but dynamic. It is one of the characteristic forms of human behaviour (Cohen, 2005). It is sum total of signs of human thoughts and feelings. These human thoughts and feeling are capable of external perception and they could be produced and repeated at will. It becomes refined, sharp, crisp, and versatile with the passage of time. Hence, language is a living phenomenon (Rajesh & Reva, 2014).

According to Agha (2006), language is the capacity to obtain and utilize complex frameworks of communication. It began from feelings while others like have held that it started from sound and intelligent idea. Halliday (1973) expresses that language function refers to the purpose itself. So the language functions lead the listeners to achieve the purpose of someone's speech. Language is comprehended in its relationship to social structure. The functions of language according different scholars have been described briefly as given below.

The Coda Code of Language:

Operationally, the coda code of language in human life refers to concluding section or concluding remarkable code of language as functional in nature. Leech has classified functions of language as: i) informative, ii) directive, iii) expressive, iv) aesthetic and v) phatic functions. The functions of language as per Jakobson are: i) phatic, ii) poetic, iii) referential, iv) emotive, v) metalingual and vi) conative functions (Jakobson, 1960). Halliday has mentioned seven functions of language. They are: i) heuristic, ii) instrumental, iii) interactional, iv) imaginative, v) personal, vi) regulatory and vii) representational functions (Halliday, 2004). Finch has classified functions of language as: i) reasoning, ii) recording, iii) identifying, iv) physiological, v) phatic, vi) pleasure and vii) communicating functions (Finch, 1997).

Leech's Coda Code of Language:

- i) **Informative:** In this function, language involves information of producing and receiving. For instance, language offers lecture, reporting, opinions, advice, announcement, asking questions.

Everyday conversation revolves around sharing of information. Hence, this function concentrates on the message (Crystal, 2005).

- ii) Directive: It aims to influence the behavior or attitudes of others. It follows commands and requests. It emphasizes on the receiver's end of message rather than the sender's end of the message. Language is used to establish and maintain social order (Crystal, 2005). The directive function is a function of social control and interpersonal interaction Directive use of language initiates norms of expected behavior in social situations. Rules, policies, Traffic signs, and laws are forms of directive language that promote healthy and safety in society.
- iii) Expressive: Language expresses and evokes ideas, thoughts and feelings. Expressive language may or may not include any real information because the purpose of expressive language is to convey emotion. Expressive language in literature, music and the performing arts has the power to inspire and entertain (Crystal, 2005). This function could provide details for the personality of the speaker or writer. The best example is Poetry and literature (Hargie, 2011). The power of language to express emotions depending on the context.
- iv) Aesthetic: This function does not have any particular purpose. Here words and sentences are considered as linguistic artifacts. This function serves neither as a request nor as a message. The language is used with a view to explore linguistic artifact itself, and for no purpose. This aesthetic function can have at least as much to do with conceptual as with affective meaning (Harris, 1988). The function is associated with the message-the vehicle-as the poetic or aesthetic function: the sign is taken as an end in itself. All art understood as its beauty rather than ideological value.
- v) Phatic: It is used for opening, keeping or stopping communication line, to examine whether the communication can take place, or to get the attention of listener and to make sure whether the listener still follows the line of communication. This language function correlates with the channel of communication. In fact, the purpose of this function is to keep social relationship and maintaining cohesion within social groups. The example of this

function mostly can be found in greeting, introducing, farewell and routine polite questions (Cohen, 2005).

Jakobson's Coda Code of Language:

- i) Phatic: The phatic function deals with the association between speakers. Its basic purpose is to establish, check, confirm, or discontinue association between speakers. The phatic function means expressing solidarity and empathy with others. It helps to establish contact with others and refers to the channel of communication (Hargie, 2011). This function is used for sociability. Sometimes, vernacular words will be used in this function. Sometimes, in letters, the words or phrases like Dear Sir/Madam, Yours Faithfully may also serve phatic purpose.
- ii) Poetic: It refers to the attitude towards the message itself. It cannot be minimized only to poetry or to the poetic function of the message. It also emphasizes the concrete side of the language. Here, the poetic function is also known as the aesthetic function. Its fundamental focus is the beauty of the language itself. The richness of sound and texture, work of auditory art or poetic utterance will be reflected in this function (Frederick, 2000).
- iii) Referential: It corresponds to the factor of context and describes a situation, object or mental state. The descriptive statements of the referential function can consist of both definite descriptions and deictic words. For example, 'The autumn leaves have all fallen now'.
- iv) Emotive: This function focuses on the speaker. It is also known as expressive or affective function. This function is applicable when we want to express our emotions. For instance, the interjections used to express sudden surprise, pleasure or annoyance such as 'Oh!', 'Yuck!' They are not components but equivalent of sentences (Finegano, 1994).
- v) Metalingual: It is used whenever the sender and the receiver need to check whether they use same code and when the language is used to speak about language. For instance, aphasia may be described in the form of metalingual actions ((Finegan, 1994).

- vi) Conative: It is an orientation toward receiver. This function appears in vocative and imperative sentences, and it helps to make people do something. For example: 'Drink' or 'take rest'. It will be reoriented through updating by those elements of the message that directly send to the receiver giving meaning that the speaker intended to influence, to some extent, the listener, engaging him in a certain way in receiving the message (Narcis, 2017).

Halliday's Coda Code of Language:

Halliday (1975) identifies seven functions that language has for children in their early years. Children are motivated to acquire language because it serves certain purposes or functions for them. They are:

- i) Heuristic: This function is appropriate when language is used to gain knowledge about the environment. For example, 'what is the use of computer?'
- ii) Instrumental: This function will be applied when the child uses language to express his/her needs (Hayakawa & Hayakawa, 1990). For example, 'I Want water.'
- iii) Interactional: The purpose of this language function to make contact with others and form relationships. For example, 'I love you daddy.'
- iv) Imaginative: In this function, language is used to tell stories and jokes, and to create an imaginary environment. For example, 'once upon a time, there was deep forest in Nellore.'
- v) Personal: This function helps to express feelings, opinions, and individual identity. For example, 'good boy'
- vi) Regulatory: This function will be applied to tell others what to do. For example, 'sit down'
- vii) Representational: In this, the function of the language is to convey facts and information (Hayakawa & Hayakawa, 1990). For example, 'the normal probability curve is bell-shaped.'

Finch's Coda Code of Language:

- i) Reasoning: There is strong connection between language and brain. Specifically, left brain is a language centre. Human brain is in a state of constant activity. It enables us to survive. Language is indispensable to reason out things for survival process (Finegan, 1994).
- ii) Recording: People are using language to record things which they want to remember. It might be a short-term record. For example, list of items for shopping, it might be a long-term record. For example, maintaining diary. This is the most significant function behind the development of language from oral medium to written medium (Harris, 1988).
- iii) Identifying: Sometimes, language is used with view to identify things in precise manner. People learn the names of things with view to refer quickly and accurately. Certain words are used during 'particular puja/prayer'. Such words applicable for that 'puja/prayer' only (Joyce, 1996).
- iv) Physiological: Sometimes, language can be related to the physical and nervous energy generated by emotional distress. Using language has a physiological purpose. When an individual is watching sports channel, he/she gets exciting moments in the match and say instructions like 'Go on', 'focus on six' etc. These instructions are useless and don't connect with communication. But, they allow people to release pent-up energy.
- v) Phatic: The word 'phatic' is originated from Greek, which means 'utterance'. Hence, literally this is speech for its own sake (Johnson, 1958). People use language to indicate disposition.
- vi) Pleasure: People may get pleasure while there is rhythm and rhyme in language. Poetic Devices such as onomatopoeia, alliteration, and assonance may provide pleasure in language learning. Hence, pleasure is an essential ingredient in language learning. It is evident that children respond to the melody of the language in any cognitive content. Indeed, spoken English is rhythmically organized around the syllable. The syllable is the smallest rhythmic unit in the language (Kenworthy, 1991).

- vii) Communicative: Communication is a two-way process. On the one hand, people use language to express themselves to others. On the other hand, people need language to understand others communication. People use language for ordering, requesting, informing, or promising. In all these cases, language is being used to perform certain speech acts (John, 2006).

Conclusion:

Globalization and internationalization have given path for development of languages specifically in the technology driven environment. Language as a tool helps academic advancement and information-seeking in general. It will equips learners not only with the 21st century skills associated with creativity, collaboration, critical-thinking, life-long learning skills, educational skills, emotional coping skills, problem-solving abilities, innovation, real-life-setting and communication skills, but also has effect on learners' learners' skills in oral and written forms. The final statement of language education is to enable learners to comprehend and use the target language in the preference of a second language or foreign language. A good command of language for the purposes of reading, writing, listening and speaking is paramount. If language learner is well acquainted with coda code of language with regard to informative, directive, expressive, aesthetic phatic, referential, metalingual conative, heuristic, instrumental, interactional, imaginative, and representational, reasoning, recording, identifying, physiological, pleasure and communicative aspects, he/she will be able to become as an effective communicator as per the demands of 21st century.

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