CAN YOU HEAR ME NOW? . . . CAN YOU HEAR ME NOW?
I BELIEVE WE HAVE A BAD CONNECTION!

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INTRODUCTION
In the field of international agricultural and extension education competency in the local language or vernacular is highly desirable. Furthermore, this linguistic proficiency is perceived as a major factor in ensuring effective communication. Scholars in the fields of cultural anthropology and linguistics assert, however, that languages are the product of the specific worldview and reality of a culture. The recognition and understanding of this basic sociocultural and linguistic tenet is an essential ingredient in participatory communication.

METHOD
The information has been gathered from secondary sources and constitutes a review of the existent literature on the subject.

MAJOR POINTS OF INFORMATION TO BE SHARED
Although communication and culture are in some ways two different concepts and systems, they are directly linked and inextricably bound. Communication is not only systemic, influenced by its context, but symbolic. The relationship and meanings of these symbols are arbitrary and vary from culture to culture. Therefore, individuals who share the same language but not the same culture do not hold necessary the same interpretation of messages received and sent. In education and change directed to development and improving the lives of people, communication is perhaps the most significant factor. On the conceptual level, however, the interventions used by many practitioners in the field constitute attempts to improve information transfers and not participatory communication. Furthermore, these information-transfer efforts are reiterated when their application is based on linear models of thinking and communication.

CONCLUSIONS
Worldview and communication work in tandem. Communication messages in a particular language do not ensure the partaking of meanings, beliefs and values, perceptions and even realities for the individuals involved in this exchange. Cultural groups speak from their own place and time in conversation with the conceptual needs of a particular community. They create discourse that expresses the makeup of that community. Agricultural and extension education efforts that incorporate models which take into account the sociocultural and linguistic basis of communication decrease defective connections in communication, perceptions, and values; and increase their opportunities for success.

EDUCATIONAL IMPORTANCE
The overview of a sociocultural and linguistic perspective of communication and its discussion with a diverse audience would be beneficial to the participants and should contribute to the understanding of this topic in the field.