

# INGLÉS

## Tema 1

La lengua como comunicación: lenguaje oral y lenguaje escrito. Factores que definen una situación comunicativa: emisor, receptor, funcionalidad y contexto.



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TEMA PARCIAL DE MUESTRA



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# OBTÉN EL TEMARIO

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## 1. BIBLIOGRAPHY

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### 1.1. Legislation.

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Royal Decree 157/2022, of March 1, which establishes the organization and minimum teaching of Primary Education.

Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education.

Decree no. 209/2022, of November 17, by which establishes the organization and curriculum of Primary Education in the Autonomous Community of the Region of Murcia.

### 1.2. Authors.

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## 2. INTRODUCTION

Current advances in computer technology and the rapid pace of change in the communication revolution, as well as the widespread migratory movements have lead to the creation of a wide and open world where the need for an effective way of communication with others in a foreign language has turned into an urgent aim.

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Due to this, the Organic Law 2/2006, May 3rd (LOE), modified by the new Organic Law 3/2020 (LOMLOE), together with the repealed Organic Law (LOMCE) 8/2013, Royal Decree 157/2022 and the new LOMLOE that establishes the introduction of English as a Foreign Language in Infant and Primary Education focus on the great importance of introducing a foreign language to the students since the beginning of their schooling. With this purpose English is taught in our school from Infant Stage to the end of Compulsory Education through the Foreign Language Area.

Likewise we must also consider when dealing with communicative competence and within the framework of primary education, the Decree 359 about the diversity of students. To this respect, in the area of foreign language we will take into account the different measures to be carried out either for students with ordinary or specific attention measures.

The main aim of this area is to teach students how to interact with others in the target language. That is to achieve the communicative competence in such a language. According to Hymes (1964) communicative competence must include not only the linguistic forms of a language but also knowledge of when, how and to whom it is appropriate to use these forms. So learning a language involves the learner acquiring the knowledge of the language, together with being able to use it in an effective and efficient way for the purpose of communication.

Considering the aforesaid, in this theme we will develop these key ideas related to language as means of communication, main features of spoken and written language and the differences between them, all of that bearing in mind their implications in the foreign language classroom aiming at leading our students to achieve communicative competence, curricular purpose of this subject in the reform.

It is worth mentioning that the new organic law introduces seven key competences and one of them is: "Linguistic communication competence". From this basis, the foreign language can directly contribute to this general key competence.

### 3. LANGUAGE AS A COMMUNICATION MEANS

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A language is many things: it is a system, a code, a set of conventions, a means of communication, to mention only a few. Teachers of any subject must have a clear idea of the subject they are teaching - not only the facts of the subject, but also an overall view of

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### 3.2. The use of Spanish in the foreign language classroom

There is a real danger in word-for-word translation, but this does not mean that it is a good idea to ban Spanish from the classroom. There are situations where the use of Spanish is of particular use:

a. If our pupils need to discuss a difficulty with us there is no reason to make the discussion artificially difficult by insisting that it takes place in English.

b. If our pupils are working in groups preparing, or discussing, material it is not essential that the whole discussion takes place in English. While this may be desirable, with most classes it is sufficient to make sure that the activity is useful if the report of the groups, and the general class discussion of the individual group reports, is in English.

There are considerable advantages to allowing both languages in the classroom: some pupils will have ideas, but not the English to express them; others may have the English but not the ideas. Permitting both languages, preferably in clearly defined areas, usually ensures that much of the work is more interesting and that ultimately a higher standard of English is achieved. And by doing this we will promote the integration of students with low intellectual capacities.

### 3.3. The need of distinguishing clearly between accuracy and fluency practice

Basically, we can consider two distinct objectives in language learning: learning to use the language as an effective means of communication, and, more formally, using the language accurately. To some extent, these two objectives overlap: the student who makes too many mistakes will not communicate well. On the other hand, it is frequently possible, and for some students necessary, to communicate effectively even if the message contains a fairly high proportion of formal errors.

Traditional language teaching used to place a great emphasis on accuracy and teachers were encouraged to correct the mistakes which were almost always those that the students had positively made, mostly errors of pronunciation and structure. Those mistakes which students did not make omissions, things they did not even attempt to say -were not "corrected". Teachers worried a lot about when to correct and they normally would do it immediately mistake was made, or as a follow-up after the end of a practice.



## TEMARIO INCLUIDO

TIPOS PREPARACIONES

### ELIGE TU MEJOR OPCIÓN

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Si ya te has presentado te ofrecemos la opción de una preparación parcial.

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#### Completa

- 4 clases mensuales.

- Explicación temario.

- Preparación supuestos prácticos.

- Programación didáctica.

- Simulacro de exámenes.

#### Practica

- 2 clases mensuales.

- Preparación supuestos prácticos.

- Programación didáctica.

are an important part of the learning process.

In fluency practices we must not correct every mistake and indeed must positively encourage our pupils to use all means at their disposal to get their message across. If this involves using their hands, drawing, making up new words, etc. this is all to the good. This is what people do in real life when they have to get a message across in a language they know only imperfectly.

### 3.4. Linguistic communication competence

It is also important to highlight that the curricular purpose of foreign language area is to teach how to establish interpersonal relationships with speakers of the foreign language, which involves the use of a teaching approach based on communication and oriented towards the acquisition of communicative competence. Therefore, as foreign language teachers, our main aim is to enable our pupils to reach communicative competence. Some authors, including Canale and Swain (1980), talk about the possibility of dividing Communicative competence into five subcompetences:

4. Grammatical competence or capacities to put into practice the units and functioning rules of the language system.

5. Discourse competence or capacity to use different types of discourses and organise them according to the communicative situation and the speakers.

6. Sociolinguistic competence or capacity to adequate statements to a particular context, taking into account the accepted uses of a particular linguistic community.

7. Strategic competence or capacity to use communicative strategies, either verbal or non verbal, in order to fill in potential interruptions in the communicative process.

8. Sociocultural competence or capacity to familiarise oneself with the social and cultural context where a particular language is used.

The different content blocks of Decree 209/2022 of the Region of Murcia aim to develop these sub-competences. For example, the communication block covers the knowledge that is necessary to mobilize for the development of activities communication skills of comprehension, production, interaction and mediation, including the related to the guided search for information.

The Plurilingualism block includes knowledge directly related with the knowledge and integration of different languages in daily life, which allows the acquisition of a linguistic repertoire and communication strategies that favor the interrelation between languages so that they can enrich each other. For your on the other hand, the Interculturality block is based on the sociocultural dimension of the language, grouping those knowledge that allow the use of language as a tool of cultural discovery and rapprochement between different cultures, favoring an attitude of respect and appreciation that will allow students to use the language as instrument not only of communication, but also of mediation between cultures.

Therefore, all these elements must be considered as integrating parts of the language, as it is not something abstract, but a tool for effective communication. Thus, communicative competence acquisition is seen as a creative construction process, where our pupils, by drawing on their mother tongue, general cognitive strategies and on the linguistic input they receive, they establish hypotheses to form new rules about the foreign language system. On the other hand, this system, or interlanguage, is gradually contrasted and improved as the new input is presented to our pupils. Therefore, error will be seen as anintegral part of the learning process, as it is the manifestation of the effort our pupils are making to acquire the new system. This acquisition process may be fostered in different ways which do not require linguistic responses (i.e.: Total Physical Response techniques developed by Dr James, J.Asher in 1969).

#### 4. MAIN FEATURES OF SPOKEN AND WRITTEN LANGUAGE

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Within the sets of contents of the English language area all of them indicate main aspects of the language such as comprehension and production of oral text (Set 1 and Set 2, Decree 209/2022 from the Region of Murcia attachment 1) and comprehension and production of written texts (Set 3 and Set 4, Decree 209/2022 from the Region of Murcia

attachment 1). As Halliday stated in his work "Spoken and Written language", languages are systems of symbols and writing is one of them. A writing system may be defined as any conventional system of marks or signs that represents the utterances of a language. Writing renders

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situation feedback, so that the listener can receive it appropriately; to help or show understanding; or to ask for repetition, clarification, etc.

- Have immediate feedback from the listener.
- Rephrase what is being said.
- Show interest or lack of it in what is being tackled.
- Use a wide range of expressive possibilities and language variety.
- Use words and sentences varying their intonation and stress to convey attitude.
- (In a face to face interaction) use a great variety of facial expressions, gestures and body language to help to convey the message.

#### 4.3. Main written language features.

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The writer:

Does not get immediate feedback from the reader, if any at all, Cannot use intonation or stress,

Is denied facial expression, gesture and body movement to help communication,

Can spend the necessary time to focus attention on relevant points and consequently, use correct grammatical and stylistic techniques,

Uses greater clarity in the texts, proper punctuation and internal cohesion, needs to use complex and logical organisation in what is being expressed, as it needs to be understood by the reader who cannot ask for clarification,

Uses more standard register than the speaker does.

As FL teachers with young children, we should try to help our learners do their best in developing both oral and written language. However, if we analyse the corresponding Curriculum Act, we may observe that the weight of written skills increased as students' progress. Therefore, at the end of the sixth course we may observe a balance between oral and written language for the first time, whereas the first course focuses on oral comprehension and non verbal response to oral stimuli. Obviously, the need of a clear

in the first stages of children's mother tongue, body language with the intention of seducing someone and the flags that are used in navigation to communicate.

The subject matter or content of the utterance: There are certain subject matters that, because of their complexity of vocabulary and structures that they require, usually limit the access to conversation of a great number of speakers.

Speakers: That is the case of some disciplines related to technical-scientific studies (Computing, Medicine, Engineering, etc.) and humanistic ones (Psychology, Philosophy, Linguistics, etc.) which demand a high grade of referential or abstraction accuracy in the terms being used. For instance, the words epistemological, verifiability, metaphysical and sense-content may be used and understood correctly only by someone who is familiarised with philosophical texts. The incorrect use of those terms limits the abstraction grade that the subject matter demands and it produces a dislike reaction by the interlocutor who is an expert on the subject.

Message form or genre is a formal aspect within discourse. For example, a love feeling towards another person can be shown through different specific manifestations, such as a song, a love declaration, a letter or even a succession of flattering comments.

Next we will study some cases where we can observe the interrelation among the factors referred to, paying special attention to the first three ones:

In a conversational communicative context where both participants are present, certain conventions normally accepted by both parts are the game rules. Initial greetings, the topic, question and answer alternation and goodbye formulae are basic components of such oral interactions. We also count on the information brought up by gestures and hand movements, as well as nodding in order to reinforce message understanding.

If the channel chosen is the telephone the lack of visual contextual support makes conventions form a more accurate set of formulae and rules of use those transgressions may avoid communication. In the United Kingdom when using the telephone, the alternation in the interventions of the person calling and that of the person answering may be summarised as follows

When dealing with context, it has an essential influence the formal register used in the conversation. If a professor gives a speech to an audience interested he/she will probably present certain characteristics defining formal language: vocabulary with a large number of words of Latin and Greek origin; the structures will be grammatically complex; there will be a clear division among topics; the contents will be logically sequenced in order

The next function is the performative one. A performative sentence is an utterance that performs an act. This use occurs in the naming of a ship at a launching ceremony, or when a priest baptizes a child.

We may also find other functions such as:

- Recording facts.
- Instrument of thought.
- Expression of regional, social, educational, sexual or occupational identity.

The British linguist Halliday in his work "Language as Social Semiotic" grouped all these functions into three metafunctions, which are the manifestation in the linguistic system of the two very general purposes which underlie all uses of language combined with the third component (textual) which breathes relevance into the other two.

The ideational function is to organize the speaker's or writer's experience of the real or imaginary world, i.e. language refers to real or imagined persons, things, actions, events, states, etc.

The interpersonal function is to indicate, establish or maintain social relationships between people. It includes forms of address, speech function, modality...

The third component is the textual function which serves to create written or spoken texts which cohere within themselves and which fit the particular situation in which they are used.

#### **Function of context.**

As we know, the situation where a speech act takes place clearly determines the way a given function such as a greeting will be structured. Thus a friend gathering to go to the cinema and a reception at Buckingham Palace may share the function of greeting somebody, and yet the linguistic, prosodic and paralinguistic elements will, of course, vary in both situations. And it is as important in the case of a FL as in the mother tongue, as it helps learners understand and express functional meanings.

However, the FL learner needs more than a fixed repertoire of linguistic forms corresponding to communicative functions. Since the relationship between forms and functions is variable, and cannot be definitely predicted outside specific situations, the

the decree 209/2022 from the Region of Murcia about the evaluation in primary education aims at evaluating those skills.

However, the activities and task to develop the four skills should not be designed as isolated activities, but as an important part of our programming design, so that the school documents (Educational Units, School Educational Project, and Annual General Project (PGA)) get to be useful tools to achieve our educational aims.

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