



OPOSICIONES AL CUERPO DE MAESTROS DE ENSEÑANZA PRIMARIA

INGLÉS

UNIT 2

Communication in the foreign language classroom: verbal and non-verbal communication. Extra linguistic strategies: non-verbal reactions to messages in different contexts.

La comunicación en la clase de lengua extranjera: comunicación verbal (las 4 destrezas) y no verbal. Estrategias extralingüísticas: reacciones no verbales a mensajes en diferentes contextos.



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1. INTRODUCTION

We have to think that communication is used in everyday life situations. When we wake up in the morning we start to communicate with other people using language. When we go out we watch the advertisements in the street that communicate something. When we go to school or work we use communication.

There are many different types of communication and our life involves communication. Even animals communicate between them with different sounds, movements and reactions. We do the same.

We use language mainly to communicate with people. This language could be divided into two groups: verbal **communication** when we use the language and the **non-verbal communication** when we use gestures, body movements and so on. But we also use other kinds of communication such as traffic signs, deaf-mute language, Braille language, flags language, smoke language and so on.

In this unit we will analyse the first two types: the verbal and non-verbal communication very useful in the English classes and to communicate with others.

2. COMMUNICATION

2.1. INTRODUCTION

We are going to explain the psychological features that influence communication. The explanations given below are applied to the development of communication in the foreign language class.

Desire to communicate

The main motivation for language learning has to be the desire to communicate. Children want to communicate if they have something to say to each other. We have to determine what language the children will want to use and how they will enjoy using it. This means that the teacher must design the content and methodology according to the student's interests. If we do not do so students would think that they know very little, and as a result, they have nothing to express whether in the native language or the language they are learning.



For young children the central interest is themselves. They love telling you about themselves, their possessions and their immediate surroundings. We, as teachers, can exploit this interest by personalising many of the class activities. As children get older their field of interest becomes wider and more varied. At the beginning of the school year we should spend some time getting to know our students' interests.

It is also necessary to motivate the children individually. Encouragement is by far the best tool for promoting and retaining a child's interest in English. Children are encouraged when they succeed but not when they fail. If a student fails once, he or she perceives himself/herself as a bad learner. This discourages the student and makes him or her less likely to try because they believe that the failure is inevitable.

Expression

They will make mistakes when saying things but this is the normal process of learning a language. When they learnt their first language they had similar errors. It is good to correct them in some situations but not always. Let them express freely and the correction will come later. Sometimes the students would ask you when they realise there is something wrong. It is good to give them self-confidence to communicate. If not, it would be very difficult for them to express themselves in a foreign language.

Personality Factors

In a class group, the teacher must be alert to recognise personality factors that are affecting participation in discussion of the language. Some students are talkative; others are shy or taciturn. These characteristics affect student performance in the oral part of the lesson. **Nida** noted among missionaries that the talkative extrovert learned the language faster than the quiet, studious person (Nida 1957, p. 26).

Some students are by nature cautious or meticulous; others are unduly sensitive and therefore easily embarrassed or upset. Students in these categories often prefer to say nothing rather than run the risk of expressing themselves incorrectly whether in a first or a second language.

Classroom Language

It is important to remember that for many students the only contact with the English Language is the English teacher. So, it is highly recommended to use the foreign language (L2). Speak clearly and not too fast and pay particular attention to your intonation and your gestures. The students when they get used to your voice will understand what you say and if you give them clue sentences such as,



What's the meaning of...?, Where is my pencil?, Excuse me, Can you repeat it, please?, How do you spell ...?, Good morning, etc. they will try to do the same as you do.

2.2. ORDER OF ACQUISITION

Language is usually delivered in the classroom following an established belief regarding the order of language acquisition: **listening, speaking, reading and then writing**. This means that we present the language orally; the child listens, then we ask the children to reproduce this language orally; the child speaks, then we present the language in the written form; the child reads and finally we ask them to reproduce this language in the written form; the child writes.

The **four main skills in English** are related to the four blocks of contents for the area of foreign language that The Royal Decree 126/2014 (28th February) established according to The Organic Law 3/2020, of 29th December which modifies the Organic Law 2/2006 of 3rd May of Education (LOMLOE) and highlights the importance of developing both oral and written skills in Primary Education. We follow this established order because it means that the child experiences language before reproducing it and experiences it in the oral form before the written form. Learning a language is above all a slow process. We do not mean that they hear or read something and are able to reproduce it perfectly, this does not happen even with their first language and it certainly will not happen with the second language.

We can use the following steps for stimulating the learning process of our students:

Present language orally. The children need to listen to language. Talk to the students in English.

Spend a good part of your class time getting your students speaking.

Then let them read some interesting material.

Writing is the last skill because it is the most complex skill for them. This stage cannot be performed successfully until the other three stages are in place.

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