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Mención lengua extranjera
Second language learning



SECOND LANGUAGE LEARNING

UNIDAD 1. Los actos de habla más frecuentes en la comunicación cotidiana: comprensión y práctica

GLOBAL CAMPUS
NEBRIJA

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1. What is language? ¡Error! Marcador no definido.
2. Communicative Competence ¡Error! Marcador no definido.
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1. What is language for?

Definition and main properties of language.

How was LANGUAGE taught?
What is LANGUAGE?

- General Concept of Language ("lengua" o "lenguaje").
- Specific Notion of a Language ("lengua" o "idioma").

Trager (1949) "A language is a system of arbitrary vocal symbols by means of which the members of a society interact in terms of their total culture".

Hall (1964) "The institutions whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols".

Formal and functional Universal Properties of Language

- **Communicative vs. Informative.**
- **Displacement:** to talk about things not immediately present.
  Past + Present + Future / Here + There
- **Arbitrariness:** No connection between forms and their meanings.
- **Productivity:** limited linguistic units and grammatic structures can be used to produce new unlimited language.
- **Cultural Transmission:** language is learned and passed from generation to generation.
- **Discreteness:** Sounds are meaningfully distinct.
- **Reciprocity:** Any speaker/sender can also be a listener/receiver.
- **Specialisation:** linguistic signals serve specific purposes.
- **Rapid fading:** linguistic signals are produced and disappear quickly.

Jakobson distinguished six functions of LANGUAGE:

1.- **Referential, denotative or cognitive**: to allude to the immediate context, a given situation, an object or a mental state.
2.- **Emotive or expressive**: to provide information about the speaker's mental state.
3.- **Conative (Vocative or Imperative)**: to engage the addressee.
4.- **Phatic**: to speak just for the sake of interaction. For instances: friendship.
5.- **Metalingual or metalinguistic**: to use language to talk about language itself.
6.- **Poetic**: emphasis on the code and how it is used.
7.- **PERFORMATIVE**: to carry out an action through language.

2. Communicative Competence

- **Chomsky** (1957) LANGUAGE "A set of sentences, each finite in length and constructed out of a finite set of elements". "An able speaker has a subconscious knowledge of the grammar rules of his language which allows him to make sentences in that language" → COMPETENCE

- **Hymes (1972):** Chomsky´s notion of competence → **His own concept of Communicative Competence:**

1.- **Systematic potential**: the native speaker possesses a system that has a potential for creating a lot of language.
2.- **Appropriacy**: the native speaker knows what language is appropriate in a given situation.
3.- **Occurrence**: the native speaker knows how often something is said in the language and acts accordingly.
4.- **Feasibility**: the native speaker knows whether something is possible in the language (even if there is not written rule).

Canale and Swain (1980): Competence
"There is some diversity of opinion in the literature as to
(i) Whether or not the notion `communicative competence´ includes that of ´grammatical competence´ as one of its components and
(ii) whether or not communicative competence should be distinguished from (communicative) performance.

Communicative Competence= Grammatical Competence + Sociolinguistic Competence
"Communicative Competence is the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use" (p.6).

Canale (1983): Communicative Competence´s components:

"Communicative competence is the underlying system of knowledge and skill required for communication" (p.5)

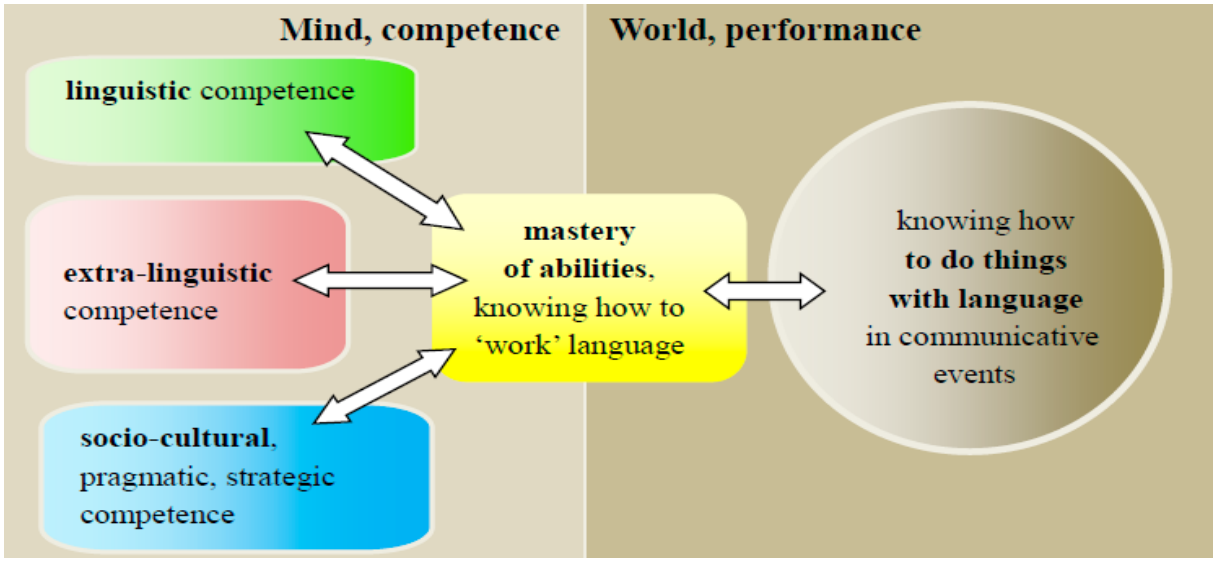
1.- **Grammatical Competence**: producing a structured comprehensible utterance.
2.- **Sociolinguistic Competence**: knowing socio-cultural rules.
3.- **Discourse Competence**: communicating purposely in different genres.
4.- **Strategic Competence**: enhancing the effectiveness of communication.

No description about how these four components interact.

Savignon (1983)

"Communicative competence is **a dynamic rather than a static concept**. It depends on **the negotiation of meaning** between two or more persons who share to some degree **the same symbolic system.** In this sense, then, communicative competence can be said to be an **interpersonal rather than an intrapersonal trait."** (p.8)

"Communicative competence is **relative**, not absolute, and depends on **the cooperation of all the participants involved.** It makes sense, then, to speak of degrees of communicative competence". (p.9)



From: https://www.immi.se/intercultural/nr35/balboni.html

Communication in the classroom:

Harmen (1983) explained that **when one person speaks:**

a) (S)he wants to speak.
b) It is his/her decision to address someone: (s)he has a communicative purpose.
c) (S)he selects from his/her language stores.

Harmen (1983) explained that **when one person listens:**

a) (S)he wants to listen to something.
b) (S)he is interested in the communicative purpose.
c) (S)he processes a variety of language

3.-Searle's Classification of Speech Acts

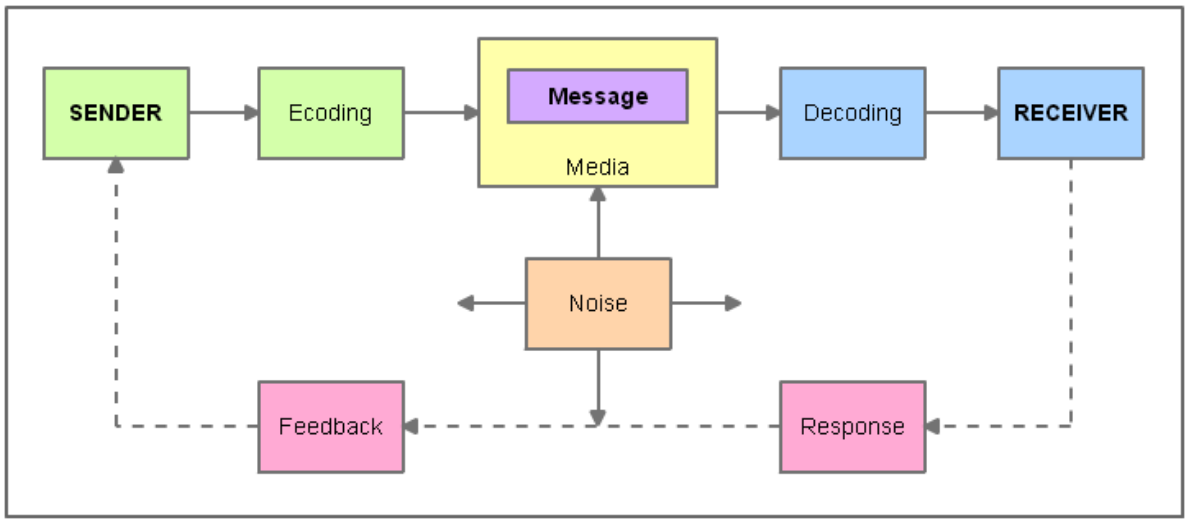
- ***Assertives***
- ***Directives***
- ***Commisives***
- ***Expressives***

Declarations

- ***Assertives*** : They commit the speaker to something being the case. The different kinds are: suggesting, putting forward, swearing, boasting, concluding. Example: ***``No one makes a better cake than me''***.
- ***Directives*** : They try to make the addressee perform an action. The different kinds are: asking, ordering, requesting, inviting, advising, begging. Example: ***``Could you close the window?''***.
- ***Commisives*** : They commit the speaker to doing something in the future. The different kinds are: promising, planning, vowing, betting, opposing. Example: ***``I'm going to Paris tomorrow''***.
- ***Expressives*** : They express how the speaker feels about the situation. The different kinds are: thanking, apologising, welcoming, deploring. Example: ***``I am sorry that I lied to you''***.
- ***Declarations*** : They change the state of the world in an immediate way. Examples: ***``You are fired, I swear, I beg you''***.

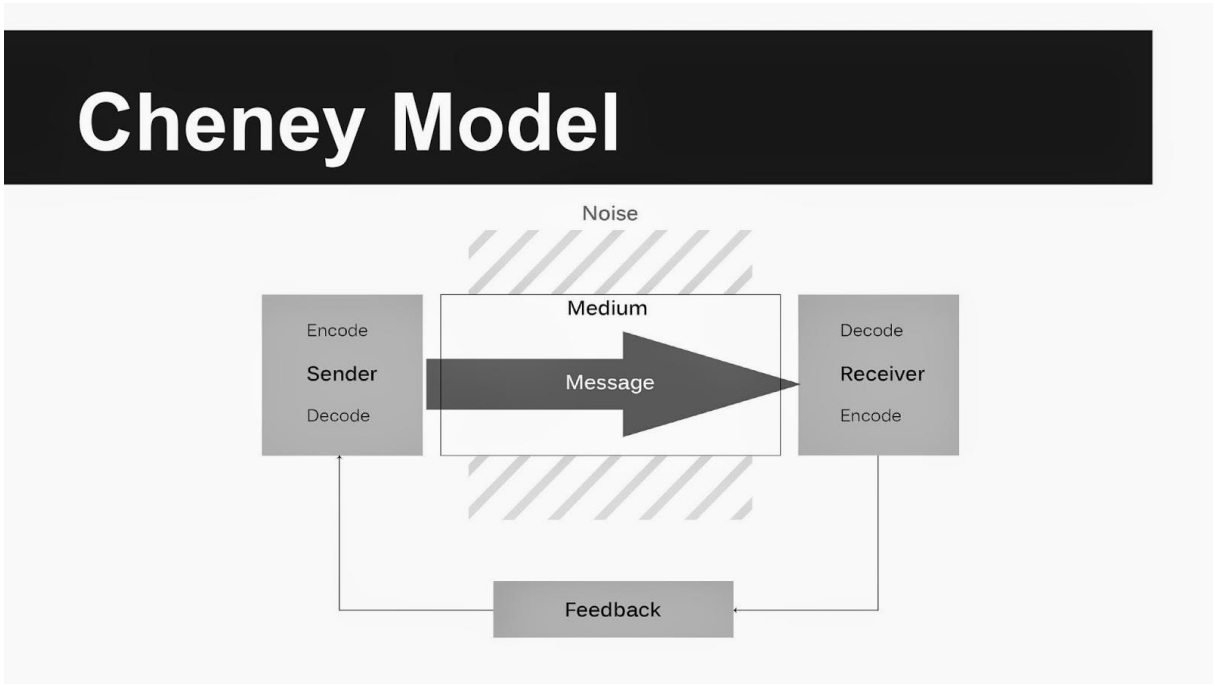
From: http://www.coli.uni-saarland.de/projects/milca/courses/dialogue/html/node66.html

4. Factors in communication: Required elements



From: https://www.google.es/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjH94KDm-3TAhVM2BoKHeFDDgAQjRwIBw&url=http%3A%2F%2Fwww.mediasoftweb.com%2Fwiring%2Fdiagram-of-element-of-the-communication-process&psig=AFQjCNHbsswuQvb9Fy3ON0YDnp6QVVU86g&ust=1494776592510775

Cheney Model (2011)



From: http://petermitchellcode3100.blogspot.com.es/2015/05/communication-presentation.html

6. Comprehension and practice

Lunenburg F. C. (2010) established different responsibilities to senders and receivers to be able to comprehend themselves.

Lunenburg F.C. (2010)

Senders´ responsabilities
1. School administrators need to clarify their ideas before communicating.
2. Administrators need to examine the true purpose of each communication.
3. Administrators need to consider the total physical and human setting.
4. Administrators need to consult with others, when appropriate, in planning communications.
5. Administrators need to be mindful, while communicating, of the overtones as well as the basic content of the message.
6. Administrators need to take the opportunity, when it arises, to convey something of help or value to the receiver
7. Administrators need to follow up their communication.
8. Administrators need to communicate for tomorrow as well as today.
9. Administrators need to be sure that their actions support their communications
10. Administrators need to seek, not only to be understood, but to understand—be a good listener.

Receivers´ responsabilities:
1. Stop talking.
2. Put the talker at ease.
3. Show a talker that you want to listen.
4. Remove distractions.
5. Empathize with talkers.
6. Be patient.
7. Hold your temper.
8. Go easy on argument and criticism.
9. Ask questions.
10. Stop talking

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