Dentro de las variedades funcionales el registro coloquial es el modelo más habitual de los hablantes, por ello le dedicamos este merecido apartado. Está constituido por características lingüísticas ligadas a situaciones de comunicación del dominio cotidiano, definidas por la oralidad y por un cierto grado de informalidad.

Los actos comunicativos no están regulados de manera mecánica, sino que el hablante los gestiona de acuerdo con su intención, sus necesidades comunicativas y la valoración que hace en cada momento de la situación.

El tipo de discurso en el que aparece el registro coloquial en su forma más pura es la conversación cotidiana, lo que hace que la variedad social (diastrática) que se tienda a utilizar sea el código restringido. Aunque debemos tener en cuenta que el registro coloquial no está asociado siempre a un determinado nivel sociolingüístico, por lo que a menudo lo formal y lo coloquial no tienen por qué excluirse.

Bibliografía


Teaching and coexistence problems at high school


The present work aims to offer a brief account of teaching and coexistence problems at high school based on my own experience.

Over the centuries, many changes have taken place in the educational field with the same specific goal, the search of an approach or teaching method that proves to be highly effective, but most of teaching methods have followed the same basic procedures until the 18th century without taking the students needs and interests into account. According to Howat (1984), a through education does not only consist of the acquisition of knowledge but the physical, mental, emotional, moral...
and social development of the individual. In addition, the early Greek aim was to prepare intellectually young people to take leading roles in the activities of the state and of society, and Romans considered the teaching of rhetoric and oratory important, with particular attention to the development of character. During the Middle Ages, education was the privilege of the upper classes and most members of the lower classes had no opportunity for formal education. At that time, education was not the goal, but the Christian influence, and teaching only consisted of the epistemological aspects of grammar, rhetoric, logic, arithmetic, geometry, astronomy and music without taking into account the students interests or motivation and failure was often found with punishment. In subsequent centuries there was a proliferation of methods and approaches searching for the most effective and efficient ways to teach. However, nowadays methodology have changed and improved considering students as the main characters in the learning process. Likewise, “the Lisbon European Council in March 2000 recognized that Europe faces challenges in adapting to globalisation” while stressing that “Every citizen must be equipped with the skills needed to live and work in this new information society”. As a result, Eight Key Competences were proposed in order to achieve these skills, but the Civic Competence is essential since it fosters full respect for human rights. Hence, curriculum reformers, current educational systems and teachers have improved the teaching and learning methods recognising the following needs, amongst others: (i) To attend the Diversity; (ii) Teacher training; (iii) Every person has the right and the opportunity for formal lifelong learning.

It is an evident need that students receive precise aid, attention and guidance, especially in current society since students have different needs, characteristics or interests. But such aid is also vital to improve the students’ communicative skills that most parents do not develop at home. The teacher’s success or the student’s success highly depends on their motivation which should be kept during the teaching learning process but there are some aspects affecting it. On the one hand, the teacher’s job requires vocation, training and predisposition to offer a varied methodology which answers to the diversity of the classroom setting. On the other hand, the learning process requires the student’s predisposition and favourable attitude to learn in a significant way and the development of learning techniques and strategies.

This new society sometimes interfere in education due to the fact that some parents work outside when their children are at home and they have little or no time to be together, talk, chat, and joke. This role has almost passed to grandparents or other relatives. But grandparents have tried hardly to be parents again and are often ill or too old to play such a role. In the case of relatives, they have their corresponding struggles with dailylife and make a favour to take a child to school or to pick her or him up again. No doubt that informal education must start to be carried out at home by the family and the social context and not just at concrete times or occasional meetings. Hence, the educational success has decreased because the number of parents collaborating or complicity with the educational centres has also diminished. Another cause for such decrease may be on the popular belief that teachers have all the responsibility in educative terms. At this point, the tutor plays an important role since s/he has to contribute to the student’s integral development and encourage the participation of families at school. Parents should bear in mind that students need listening and talking to get conscience of universal values or social skills, which seem to be getting lost, that they will probably
put into practice in a near future. This new information society also influences on students since it is over demanding, technologically challenging and constantly changing at a pace that has never been known before. Consequently, students have to cope with an extremely absurd social pressure for achieving, academic, personal or social goals. New technologies approach students to real contexts and other people in the world and contribute to family life but they do not occupy the figure of a parent, neither helps the development of social skills.

Every person has the right to education but even in the cultural field school coexistence norms are a must because they help the students’ developmental systems and coexistence. The connection between student and teacher is essential to promote positive values and skills for lifelong learning. However, the answer to such connection is sometimes uncertain. Some teachers connect with students, which is an indicator of vocation and professional initiative, and transmit information that later becomes knowledge, values or skills for life. Such teachers surely have developed social abilities in a natural way or have developed them throughout training at workshops or courses. But some other teachers do not get to connect with students, even though they have experience in teaching. Such connection is of primary concern in teaching since it is tied to motivation, an essential ingredient in education. No doubt that while teachers have to deal with stress due to the amount of working time at school, counseling, correcting exams, or dealing with the diversity of the classroom, they also have to deal with personal problems. And this can affect the quality of teaching too. It is therefore logical to attend workshops or courses on the control of stress at work and at home to avoid such situation. It is also important to note that the teacher establishes and follows some objectives which tries hardly to achieve but there are some educational aspects that belong to the family field. Also, empathy is an important communicative skill but it does not mean that the teaching work have to interfere in the teacher’s personal life if they show comprehension for students’ problems or worries, but either negatively on the students learning process. The key question is that the authentic teacher gives priority to all sources of the curriculum, not just to the epistemological source, and strengthens ties of complicity and the implication of families in the students’ educational process.

The coexistence of students in school is a central preoccupation for the educational community. The most common coexistence problems are related to bullying, intercultural coexistence, aggressions, fights and the relationship with the teachers or other students, even in the same group. Bullying and aggression go hand by hand since a malicious rumour often gives way to physical or verbal aggression. It creates prejudices and rivalries affecting the victims who become isolated, get poor academic results, or suffer from depression or low self-esteem. This can also be a sign of subsequent aggressive behaviours without the urgent and precise intervention of tutors or the right answer via a mediation or conflict resolution programme. Regarding intercultural coexistence problems, educative projects of the centres, curricular projects, programmes and new educational systems answer new students or foreign students as Diversity. It is relevant to mention that foreign students need time to adapt to a new life and a social context, as well as confront stereotypes and prejudices. Also, they usually have to learn a new language and this often leads them to use their mother language as a “tool” to defend or protect from almost any “external” aggression. No doubt that native students also use their mother language as a defense “tool”. This kind of behaviour gives way to serious aggressions, whether verbal or physical, breaking the school coexistence norms. For such behaviour, the educational centres establish special programmes for bad behaviour and programmes addressed to the attention of the diversity of languages and cultures laying special
emphasis on the learning of the new language to ensure foreign students’ schooling and normalization in the learning process. Such programmes also advocate for the native students coexistence with foreign students since a native student is selected to be the “Welcome tutor” of a foreign student.

Concerning the students’ relationship with the teaching staff, some students do not follow the norms or break the normal rhythm of lessons mainly to attract people’s attention. Sometimes teachers do not have the ability to detect such behaviour or to solve coexistence problems but students demand attention and, in some way, listening or talking in that way. Students do not only need that teachers show they are listening and talking but also that teachers act or do something to show they are going to do something about, give some kind of advice, decide a punishment... What disruptive students need is to be heard and they also expect that teachers help them to learn social skills. Again empathy is vital to “walk in the students’ shoes” to get to connect with students, or even families, with the aim of addressing conversation or behaviour towards objectives. It includes accepting that students can have different points of view or that each student has a different background or history that makes him or her unique and different. The teacher should try to keep motivation through an active and flexible methodology but also by connecting with the student even when the student has a different point of view of an incident, does not want to cooperate or does not recognize the need of guidance. In addition, it is one of the main proposals of the current educational systems because the curriculums advocate for an education of values, the development of the skills needed to live and work in this new information society, preferential action programmes to compensate disadvantage students... Conflicts can also be solved or prevented through a policy for dealing with discipline problems such as conflict resolution programmes that each educational centre elaborates according to its context and by taking the sociological source into account and considering the socio historical moment in which the teaching learning process develops. Such programmes are getting extremely successful and effective to deal with conflictive behaviour and a priceless tool for teachers and the educational community. Sometimes students feel they are not being considered or helped by their teachers. They even state they feel apart from the rest of the classmates or displaced. They may feel that way because of the lack of conflict resolution programmes at some schools or the lack of implication of some members of the educational community who show no care for coexistence aspects. The problem still unsolved is that good behaviour or respect must begin to be shaped at home but it seems to be a utopia when most families have problems to communicate with their children. In addition, some children seem to be unknown to their parents since parents sometimes get surprised with their children’s behaviour, whether positive or negative. It is fair then that students think their parents do not understand them and feel no enthusiasm about anything and do not want to change things getting involved in coexistence problems that account for negative academic results. And this also happens at school because the lack of control, education and work habits emerged at home and it is reflected in the school life. Hence, the importance of the family implication to prevent or to begin to try to solve such problems, together with the implementation of resolution programmes at school. It is an evident proof that students who get involved in such programmes get to improve their social or communicative skills and their academic results. The connection of the teachers with the students and the families is the basis of the preparation of students for adult life and work. For such connection teachers have to be professionals, control the class and gain respect of their students. However, teachers are individuals and so they are also expected to show their human side and let students feel that teachers are as a second parent who work at high school, not to
mention the importance of teachers being models of conduct for students. The problem arises when the connection becomes a friendly relationship since the teacher can lose the students’ respect and so connection. That is one of the main reasons why the connection among the school, students and families succeeds for some, but gets apart for others. Teachers and educational agents should know the mechanisms that interpret the psychological well being, the personal development and the social adaptation and the improvement of the students academic results because the key question is to solve the possible conflicts but also to know how to offer emotional stability to students.

“Knowing is not enough, you must apply; willing is not enough, you must do.” By Johann Wolfgang Goethe (1749-1832) Poeta y dramaturgo alemán.

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