Practical case

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**Abstract**

As the main aim of the foreign language area the acquisition of an adequate communicative competence, where the oral skills (listening and speaking) will be outlined over the receptive ones. This would be detailed in the Decree 54 of our community Castilla La Mancha, especially in the objective f) which says that students have to acquire a basic communicative competence in at least one foreign language so teachers must improve their teaching process.

**Keywords:** Practical Case, subcompetences

**Título:** Práctico caso subcompetencias.

**Resumen**

ya que el objetivo principal del área de lenguas extranjeras la adquisición de una competencia comunicativa adecuada, donde las habilidades orales (escuchar y hablar) se comentará sobre los receptivos. Esto se detalla en el Decreto 54 de nuestra comunidad de Castilla La Mancha, sobre todo en el objetivo f) que dice que los estudiantes tienen que adquirir una competencia comunicativa básica en al menos una lengua extranjera, por eso los maestros debemos tener presente estas características.

**Palabras clave:** Oposiciones Maestros castilla la mancha, resolución.

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**JUSTIFY THE NEED TO TEACH THE FIVE SUBCOMPETENCES AS ESTABLISHED IN OUR EDUCATIONAL SYSTEM**

As an INTRODUCTION, I want to say that new social demands have produced a change in the conception of the teaching of any foreign language, and now, we are not interested in learning about a language but being able to communicate in that language. For this reason, as a response to these necessities, the Royal Decree 126/2014 establishes as the main aim of the foreign language area the acquisition of an adequate communicative competence, where the oral skills (listening and speaking) will be outlined over the receptive ones. This would be detailed in the Decree 54 of our community Castilla La Mancha, especially in the objective f) which says that students have to acquire a basic communicative competence in at least one foreign language.

This way, to explain this practical case I will develop a didactic unit in which I will be the English teacher in the fifth level of primary education as an example of showing how I will work with the communicative competence.

Having said that, I will explain the COMMUNICATIVE COMPETENCE, which was developed by Canale and Swain in 1980. This communicative competence consists of five subcompetences: LINGUISTIC COMPETENCE or the ability to recognize and formulate correct messages by means of phonetic, semantic or morphosyntactic elements; SOCIOLINGUISTIC COMPETENCE, or the ability by which utterances are produced and understood appropriately in different sociolinguistics contexts depending on contextual factors such as status of participants, purposes of the interaction and norms of the interaction; DISCURSIVE COMPETENCE or the ability to understand and produce different types of oral and written texts organized according to the communicative situation in which they are produced and interpreted; STRATEGIC COMPETENCE or the ability to use verbal and non-verbal communicative strategies to compensate interruptions in communication; and SOCIOCULTURAL COMPETENCE or the ability to become familiar with the social and cultural context in which the foreign languages is spoken.

The LEGAL FRAMEWORK I will use to develop this practical case is the current law of education LOMCE established in 8/2013; the Royal Decree 126/2014, which establishes the common teaching curriculum of primary education; the Decree 54/2014 which establishes the curriculum of primary education in Castilla La Mancha, taking especial attention to the objective F), as I said before; the Decree 66/2013 which establishes the attention to diversity in Castilla La Mancha; the Order ECD/65/2015 which fixes the key competences; and the Order of 05/08/2014 which regulates the organization and evaluation in primary education in Castilla La Mancha.
According to the CONTEXT, the school is located in the geographic centre of the city of Albacete, so it is an urban school. The most of the families belong to middle class and their level of culture is middle-high. The school is a two lined arrangement and is equipped with the last technologies. In the class, there are 25 children and the most of them are active and participative with a good level of English.

First of all, I will make an INITIAL EVALUATION in order to check the previous knowledge of every child. I will also coordinate with all the teachers of the level to collaborate in the teaching-learning process, as well as, to share materials and information about the students. I will ask for some advice to the school counselor if there would be any problem with any child. And, of course, I will also coordinate with the parents of the children to inform them about the evaluation and process of the learning of their children.

As I said before, I will elaborate a DIDACTIC UNIT which is called “What does your do?” and some of the OBJECTIVES that I will work are: to make our students became communicatively competence; to listen to and to reproduce the vocabulary of jobs; to complete a chart of jobs asking your partners; to play a game of jobs; to make jigsaws activities related to jobs.

The CONTENTS that I will develop are: jobs; asking your partners completing a chart; playing a game of jobs; making jigsaws activities related to jobs.

In relation to the Order of ECD/65/2015 which fixes the KEY COMPETENCES, I will work with the following ones: linguistic competence by means of the work of the four skills through the realization of the different activities; digital competence through the realization of the chart and the jigsaws in the computer with some educative applications; social and civic competence by means of the respect for the others, the use of norms of courtesy, and the working in groups.

Regarding the METHODOLOGY, I will work with a communicative, participative and flexible methodology. I will follow the communicative competence principles, as I explained before. I will encourage the children to participate and to talk in English through games, role plays, asking questions to the rest of the classmates to complete charts, listening to the vocabulary and making jigsaws. I will use visual materials, as well as, facial and corporal expressions in the development of the activities. And, I will also develop a cooperative learning through activities in which the children work together.

The children will be the central of the teaching-learning process, acting actively in the different activities. I will be seen as a kind of guide, a facilitator, an adviser who gives and initial input, purpose activities, monitors the strengths and weaknesses of learners, and so on.

I will organize the classroom in relation to the activity developed: class in pairs, in groups and the whole class.

The materials I will use are the following: charts, flashcards, computers, Internet, digital board, quiz.

According to the Decree 66/2013 which establishes the ATTENTION TO DIVERSITY in Castilla La Mancha, I will develop reinforcement and amplification activities. I will design reinforcement activities in order to the children will achieve the objectives, and I will prepare amplification activities to the children who have achieved the objectives but I will provide them more activities to develop their knowledge and learn more new vocabulary or structures.

As I said before, I will present you a SESSION with different tasks as an example of I will work the five subcompetences of the communicative competence in my class. The session is the 4th session of the didactic unit which I have mentioned before, “What does your father do?”.

First of all, I will give to the class a worksheet which includes a chart with questions about the father’s job, the mother’s job and the job that the students will want to do. So, each child will ask these questions to some classmates. Then, each child will say what job he/she wants to do in the future.

The next task we will do is a quiz-game related to jobs. For that, I will divide the class into groups of four. I will make questions and show pictures related to each job. If a group says a correct answer, it will win a point. The group, who gets five points firstly, wins.

After that task, I will develop a jigsaw activity related to a job. I will divide the class into groups of five. Then, I will appoint one student from each group as the leader. And I will divide a short story of a job into five segments and I will assign each student to learn one segment. After that, I will give students time to read over their segment at least twice and become familiar with it. Then, I will form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment. Later, I will bring the students back into their jigsaw groups and I will
ask each student to present her or his segment to the group. At the end of the session, I will give a quiz to choose the correct answer after reading some questions related to the job.

And finally, each group will evaluate the other groups with a digital worksheet that they will complete in the digital board in which they will punctuate from 1 to 5. And at home, each child will self-evaluate their learning in a digital worksheet that he/she will send to me by an e-mail.

In relation to the EVALUATION, as I said before, I will make an initial evaluation at the beginning of the course and at the beginning of each didactic unit. I will also carry out a formative and continuous evaluation bearing in mind the instruments of evaluation which I name later, and finally, I will realize a final evaluation at the end of the didactic unit and at the end of the course.

According to the Order of 5/8/2014 which establishes the evaluation and organization in Castilla La Mancha, the EVALUATION CRITERIA and the corresponding STANDARDS OF EVALUATION are developed according to the block of contents. One evaluation criterion is to understand the general sense, in very short and simple oral and written texts about jobs related to the own experiences, necessities and interests; and its corresponding standard of evaluation is that the child understands the main ideas of simple presentations which are accompanied by images about jobs. Another evaluation criterion is to apply the appropriate communicative functions and their more habitual exponents in oral texts: greetings and closings, presentations, questions and answers about jobs and using the classroom language; and its corresponding standard of evaluation is that the child participates in conversations about the jobs.

The INSTRUMENTS OF EVALUATION I will use are the following ones: the techniques of observation using the class diaries; the revision of the students’ tasks through the analysis of the notebooks and worksheets, as well as, the analysis of working; the specific test; the self-evaluation and the co-evaluation according to the Organic law of education LOMCE of 8/2013.

Finally, as a CONCLUSION, I can say that through this practical case I will have demonstrated that the main objective of teaching and learning a foreign language is to achieve communicative competence. Our students must reach a great level on it and be able to communicate their experiences, feelings and opinions in their target language.

After creating this document, I can state I will have shown my professional ability as a teacher including the Communicative Approach in my syllabus, activities and language teaching techniques, making it interesting and motivating to my children’s needs.

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