7. **MESSAGE** is the content of information produced by the sender to the receiver. They work at two different levels: what the sender means and what he says unintentionally (use of non-verbal signs).

8. **FEEDBACK** is the response one gets from sending a message and the adjustments made according to the response.

9. **ENCODING/DECODING** implies both: the sender encodes the message and the receiver has to decode it.

10. **CONVENTIONS** are the unwritten rules that govern the use of the different forms of communication.

11. **SIGNS** are part of language. Consequently, they are also part of any communicative act.

12. **CODE** is a set of signs organized by rules. It has to be mastered by all the participants of a communicative act in order to get understanding among them.

5. CONCLUSION

As a conclusion, I would like to underline the importance of language within a communicative act since it allows us to establish continuous relationship with those around us. Furthermore, as language can be oral or written communication can be established in different ways.

Therefore and, from an educative point of view, we must teach our students to communicate not only in their mother tongue but also in a foreign language. At this point, the Curriculum establishes as our main goal the adequate development of the communicative competence. This way, our students will be able to use language with a purpose and in a meaningful way and, what is more important, they will be able to face real world in a successful way.

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**Bibliografía**

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