

Application of the Communicative Approach in Primary Education

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Abstract

There is nothing more rewarding to learn enjoying. In this case it is to adapt a methodology of teaching English in Primary to the creation of a rap, where music and declamation go hand in hand, and certainly involving the key element pursued, communication between all students in order to have to offer ideas, opinions and solutions to a given problem which themselves, they are excited. One of the most stimulating methodology.

Keywords: Communicative approach, Teaching English

Título: La aplicación del enfoque comunicativo en la enseñanza primaria.

Resumen

No hay nada más enriquecedor que aprender disfrutando. En este caso se trata de adaptar una metodología propia de la enseñanza del inglés en Primaria a la creación de un rap, donde música y declamación van de la mano, y sin duda interviene el elemento clave que se persigue, la comunicación entre todo el alumnado, con el fin de tener que ofrecer ideas, opiniones y soluciones a un problema dado, que de por sí, les entusiasma. Una metodología de lo más estimulante.

Palabras clave: Enfoque comunicativo, Didáctica del Inglés.

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The aim of this paper is to show a possible application of the Communicative Approach in Primary Education. According to this topic, we are going to explain an illustrative example. Its fictional development could be carried through a 6th level's class, who pupils would be 11, and their level of English would be basic. In this classroom could there be 20 pupils.

It would be about working in groups in order to make up a rap each one. But to reach this goal, they would have to review their notes about different topics learnt throughout course: animals, clothes, food, plants, human body, habits, customs, nature, shopping, professions, cities, etc.

Firstly, pupils would meet in groups of 4 children, so there would be 5 groups in classroom. Then, the teacher would deal a topic to each group, such as clothes, food, animals, body parts and family. And pupils would start to review their notes and look for more information if it was necessary. So, in each group, each participant should be responsible for a specific task. To this should agree, on the one hand, the tasks, the timing of the same and their distribution. One delegate, once agreed above, should be in charge of distributing these tasks.

Next, when they thought that they had information enough and proven, would have to start to do sentences about their topic, trying to use the most of information got before, but without mentioning the topic's word. Afterwards, they would have to agree to match each sentences in order to get as good result as it was possible, and create a rap of which lyrics and rhythm make sense. Certain expectation of quality, both in form and content, both melodic and literary should exist. For each group it was all a real challenge.

Finally, they would have to show their rap to the rest of children, and in the end, the classmates would have to find out what topic was the rap about. However, it need not be this the only ultimate purpose, and could widen everything we wanted, as to develop a dance, break dance, to go with him, select the two most liked them and create a longer and brighter, give out inside and outside the classroom, and even extend it to other areas by bringing up the hiphop culture (literature, music, physical education and plastic).

In this way, it would be an interesting application of the Communicative Approach, as this activity include as much the main goal which is 'communicative competence' as the 5 sub-competences which are 'grammatical competence', 'discursive competence', 'sociolinguistic competence', 'strategic competence' and 'socio-cultural competence'. Just analyse it, to do a task in groups, it is necessary to communicate correctly each other. Therefore, main goal reached. And

according to the rest of competences; we can see that to create a rap they would need to be able to do sentences from grammatical structures, discursive skills to create texts from matching sentences, to know and get adapt to the context around a rap and the classroom, to use different verbal and non-verbal strategies to express the message to the rest of classmates, and to have at least a brief idea of what a kind of musical performance is a rap, which means that just could engage Music area to carry out this activity as a project, even involving more subjects. Develop a real project from that devised methodology from one type of activity carried out for a single class of English.

On the other hand, we can see that this activity would have a strong meaningful component as children would have to use communicative skills to reach a goal based on reviewing and exposing some previously learned topics. In this sense, as it is known, thanks to researches about educational theories such as cooperative learning, for instance, the authentic learning is really achieved only when we are capable of teaching it. If in addition, we enjoy the student and create an emotional bond with the work to be done, we will have achieved excited to learn. And precisely here lies the key to education, the new education based on active methodologies, and never lose sight of the emotional and inclusive factor.

In conclusion, the Communicative Approach turns out to be a really rewarding system, being neither the only nor the best, is perfectly compatible with the rest of methodological possibilities, and encourages students to socialize and have fun learning without realizing it. In addition, there are many different to make based on the foundations of Communicative Approach activities. In an area such as English in primary school, it turns out to be an incredibly valuable tool for teachers.