Communication in the Teaching-Learning Process in Linguistic Expression in High School Students

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Abstract

A well-prepared abstract enables the reader to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether to read the document in its entirety. The Abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach, or solution, and point out major findings and conclusions. The Abstract should be 100 to 200 words in length. The abstract should be written in the past tense. Standard nomenclature should be used and abbreviations should be avoided. No literature should be cited. The keyword list provides the opportunity to add keywords, used by the indexing and abstracting services, in addition to those already present in the title. Judicious use of keywords may increase the ease with which interested parties can locate our article.

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1 Introduction

To serve the student population effectively, it is necessary to know the characteristics of their general development. Knowledge in the area of language is essential for planning linguistic intervention and creating better environments for teaching, as key actions that facilitate the comprehensive development of students. Language allows communicative exchange and represents, together with body contact, food and play, a vehicle for the educational work carried out by the teacher (Guitiérrez Duarte & Ruiz León, 2018). The teaching-learning process aims to promote the benefit of knowledge, skills and attitudes. According to Bernardo (2011), communication is the first way where the educator is a sender, who transmits a message composed of generalized content to the student, this being a receiver who in turn may or may not send new information to the educator (Meltzoff, 1999; McFarland et al., 1997).

In Cuba, educational establishments have the challenge that educational transformations materialize in programs from initial education. Therefore, the fundamental objective of language teaching is to develop skills for efficient communication, by promoting the understanding and production of texts in oral and written form, with the aim of raising the general and comprehensive culture of citizens and professionals, as a response to the needs of the time and the development of the country (Hernández et al., 2019). According to the Ministry of Education of Ecuador (2019) there is a significant percentage of students who do not have criteria when speaking and others who have difficulties expressing themselves in public. Therefore, oral communication is made up of the macro skills of speaking and listening, the same ones that possess micro skills, where oral expression, speaking and listening are considered, which are processes that work together (Alia-Klein et al., 2020; Bruce, 2014).

In Ecuador there are problems with the linguistic expression of students from the first years of the educational process, since they do not have a good fluid in semantic awareness, they cannot develop it correctly and in the first years of school formation they present the difficulty when interpreting a text. message, because they do not have appropriate linguistic expression (Mendoza Suárez & Rodríguez Gámez, 2020). The objective of the work is to offer an analytical contribution linked to the problem of communication as part of the teaching-educational process, in the interest of motivating teachers in the reflection and study of the theoretical components that provide the improvement of the linguistic expression of the students of the middle basic level of the Miguel Solórzano General Basic Education school of the community Bravos Grandes of the San Antonio parish of the Chone canton. The article seeks to provide information that is relevant to basic general education, mainly related to the training of students, since the work of teachers increasingly requires cooperative work, so it is of vital importance to collegiate each and every one of the activities that the teaching staff must carry out (Efklides, 2006; Reed et al., 2006).

2 Materials and Methods

The research is based on a bibliographic review and descriptive work, which made it possible to analyze and expose the essential aspects associated with communication as part of the teaching-learning process, in the interest of linguistic expression in students of the educational level. high school to ensure continuity and quality in the performance of the teaching-educational process. Books, articles, manuals, laws, regulations, institutional reports and other documents that offered relevant information in the interest of delving into the subject studied were reviewed, for which the Desh Research (Hofman & Sutherland, 2018). Which involved the use of existing data, which was collected, analyzed and summarized to increase the overall effectiveness of the research, produce critical analyzes and reach accurate conclusions on the subject studied (Xu, 2004; Herrera & Herrera-Viedma, 2000). The deductive method was applied, which allowed starting from the general situation presented by communication in the teaching-learning process in linguistic expression in students at the middle school level of the Miguel Solórzano General Basic Education School in the municipality of Chone, considering that the results of the analysis related to the process of student training and within this the role played by the teacher, is key to improving the students' linguistic expression (Hernández et al., 2010).

3 Results and Discussions

The Constitution of Ecuador Constituent Assembly (2008), in its article 26 stipulates that "education is a right of people throughout their lives and an inescapable and inexcusable duty of the state" and, in its article 343 recognizes that "the center of educational processes is the subject who learns". This same article establishes that "the national

education system will integrate an intercultural vision in accordance with the geographical, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities." These constitutional precepts place the student as the basic essential axis of the teaching-educational process, considering respect for cultural and ethnic diversity that has its manifestation in the communicative phenomenon and the linguistic expression of the student community, as citizens who make up the great cultural mosaic. of Ecuadorianity (Vescio et al., 2008; Parker & Hess, 2001).

Psycholinguistics from the integration of knowledge

Psycholinguistics is a science whose object of study is the acquisition of language, its production and understanding, starting from the fact that it is difficult and complex to encompass in theory and interpretation (Benvenste, 1971). At present, the study of language and linguistic use is approached from different perspectives and approaches and for this reason, in the field of contemporary linguistics, there are different theories about language (Grunwell, 1985). In the psycho-pedagogical fields, various disturbances in language are found, where the sign of imbalances between the level of intellectual development and linguistic ability is evident, as is the case of the specific language disorder, which is usually a not infrequent problem in the first school age but remains during language development in later stages. This type of dissociation between language, intelligence or cognitive functions is also within the field of interest for psycholinguistics (Silva, 1989). The integral formation of the student becomes an increasingly important imperative at all levels of education, especially in basic secondary education, which constitutes the immediate prelude to professional training. In the educational field, integration occurs when the student incorporates a new knowledge to his previous knowledge, restructuring his inner universe and applying the integrated knowledge to new concrete situations (Roegiers, 2007).

School socialization strategies in micro groups

Micro groups are not the simple physical grouping, nor the mere relationship between students that leads to the effectiveness of learning, but the nature of interpersonal relationships and the nature of interactions between group members. In the classroom environment, there are three basic forms for the relationship between students, as shown in figure 1.

Competition

Figure 1. Basic forms for the relationship of students in the classroom
Source: own elaboration from (Rodríguez, 2018)

Students can maintain relationships in which competition between them predominates, in such a way that each one pretends to be better than another or others. But students can also maintain relationships in which cooperation between two or more predominates, so that each one feels involved in the work and results of another or others, each student can work individually and independently, to achieve their own goals, without any reference to others (Stevens et al., 1978). The teacher's action must be based on pedagogical principles and governed by explicit methodological bases derived from them. The efficient functioning of cooperative learning in teams, the corresponding strategies and the didactic situations must incorporate specific components (Omer, 2017; Nawi et al., 2021). Positive interdependence is the first and foremost typical component of cooperative learning. The essence of cooperative learning in small groups involves encouragement of effort, mutual support and reciprocal help among team members in the learning process, to achieve common goals represented by school achievements. The goals of the team and the verification of its achievement are at the base of the positive interdependence between the members that compose it (Ramírez Pavelic, 2013). The individual responsibility of each student in the group is another essential component for cooperative learning in micro groups, since neither can take advantage of the work of the other, but each member is responsible for fulfilling his or her part of the work to perform the common objectives of

the team (Guzmán González, 2016). The group evaluation of the teaching of micro groups is an essential element to promote cooperation among its members, which allows them to give cohesion to the group and generate team spirit, whose virtue is configured as a psychosocial entity.

Linguistic expression

For Rosenblat (1981), the teaching of the language must be oriented towards the communicative aspects of the language, and it is necessary to insist on reading, writing and orality, since grammatical knowledge is of little or no use to the student without a adequate exercise of reading, writing and speaking. However, it is convenient to educate the general lines of the grammatical system with moderation, descriptive criteria and functionality. Whose criterion is shared by some authors such as Krashen (1984); Páez (1985), considering that students should arrive at these definitions after reflecting on their own productions. The linguistic resources that perform attitude are analyzed according to three option subsystems such as affect, judgment and appreciation, as shown in Figure 2.

ATTITUDE		
	Affection	+/- happiness
		+/- wish
		+/-safety
		+/-satisfaction
	Judgment	+/- normality
		+/-capacity
		+/- tenacity
		+/- veracity
		+/- integrity
	Appreciation	+/-reaction
		+/-composition
		+/-valuation

Figure 2. Linguistic subsystems
Source: (Martin, 2000; Painter, 2003; Del Carpio Ovando Karla & Shiomara, 2014).

The affect subsystem comprises the expression of feelings, the most basic forms of personal reaction in linguistic development. The resources of the judgment and appreciation subsystems are the result of the molding of affectivity, according to social norms and aesthetic parameters resulting from social conventions, which is why they are referred to as institutionalizations of affect. These are constituted as moral and ethical judgments about people, their actions and their results, as well as opinions about the aesthetic properties of things (Martin, 2000; Painter, 2003). According to Del Carpio Ovando Karla & Shiomara (2014), there are countless languages that have been shaped politically over time through migration, business, cultural influences, but the greatest linguistic variety exists in small towns. Oral expression establishes a communication skill that is meaningless without understanding, processing, and interpreting what the individual hears. Oral expression involves interaction and directionality in a simultaneous context and in a medium in which meanings must be conjugated. Communication is a process and action that is established by expressive and interpretive skills, so the person when expressing must be understood as such and must relate and agree on everything (Parra, 1991). In the investigation of Plaza (2013), six types of linguistic expressions are recognized that help to obtain an understandable and fluid lexicon when sharing an idea, they are expressed in figure 3
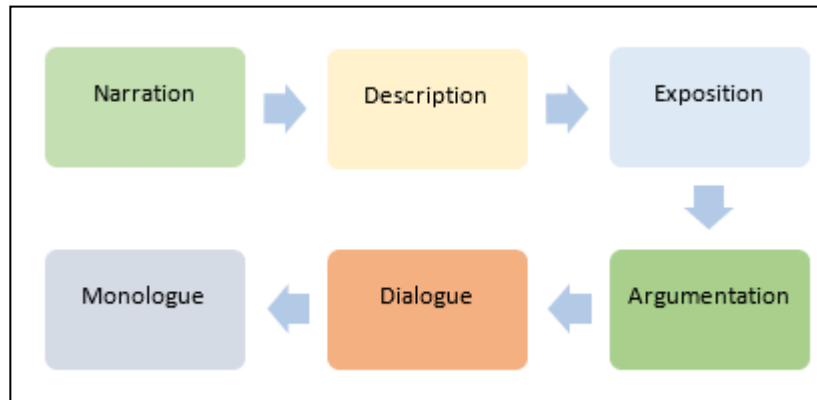
Figure 3. Types of linguistic expressions
Source: (Plaza, 2013)

There are authors such as Ricoeur (2003) who consider that by taking the narrative as a method for the construction of knowledge, that the hidden processes and phenomena of individuals and groups can be unmasked social groups. The narrative is positioned as an epistemological and methodological resource in research, since it allows the person who investigates to reflectively build the knowledge that accounts for the process carried out. Due to its structure, it is easier for the researcher to interpret the discourses of the social actors considering the theory (Munita, 2016). The description requires thoughtful work and a technique that is sometimes quite complex. The one who describes must impress the reader by causing feelings and emotions about what he is reading. The description must be linked to the narration, since it allows to consider that, when reading a poem or a literary work of any time or author, the description is always determined as the genre to represent the aesthetic and specify details that allow emphasizing the narrated. The description frequently takes advantage of literary resources, because when it comes to communicating a personal vision of reality, what is intended is to describe it (Salgado & Palacio, 2010).

Dialogue links verbal or written communication sustains the expression that the speaker has in his power to communicate. This type of expression consists of the exchange of information between two or more speakers. There are two types of dialogue: indirect speech dialogue and direct speech dialogue. Argumentation is an internal mental operation that may or may not be manifested externally, which consists of searching for data and evidence to substantiate, demonstrate and make something credible, such as knowledge, problems, results, facts, phenomena, etc. (De la Chaussée Acuña, 2009). The exhibition is directed mainly towards the appropriation of new knowledge by students, where the one who predominates is the student. The exhibition is usually very problematic, since the teacher externalizes the content showing the ways of solving a certain problem. It is a mental talk between the teacher and the student, the former is supported by questions to which he himself answers, where he demonstrates the logic of reasoning to guide the thinking of the latter (Seijo et al., 2010). For Benvenste (1971), the monologue is an internalized dialogue, which can be formulated as an internal language between speaker and receiver. The speech stands out in this in the form of textual expression, which can be understood as a dialogue that the subject establishes with himself, where the speaker expresses ideas, feelings, opinions, etc., from his own point of view. Normally the monologue has characteristics of oral expression.

Development of phonological awareness in the linguistic expression of students

The pedagogical approach of phonological awareness is fundamental, in this way the success in the acquisition of reading begins at school, given that it is there where the individual skills of the students are enhanced, which is combined with a specific methodology that stimulates cognitive progression (Valdivieso, 2016). It is very important that the teacher can detect any difficulty in the oral representation of the students' language, since other warning signs can be distinguished such as deficits in auditory development, which in some cases can be directly or causally related to dyslexia. In the therapeutic case, the diagnosis and approach often correspond to the speech therapist. Students with phonological disorder are characterized by their intelligible language since their problem lies in the emission of the word. The alterations in the proposal for natural phonology, according to which students simplify

words through strategies known as phonological simplification processes, where three main types are distinguished, which are represented in figure 4.
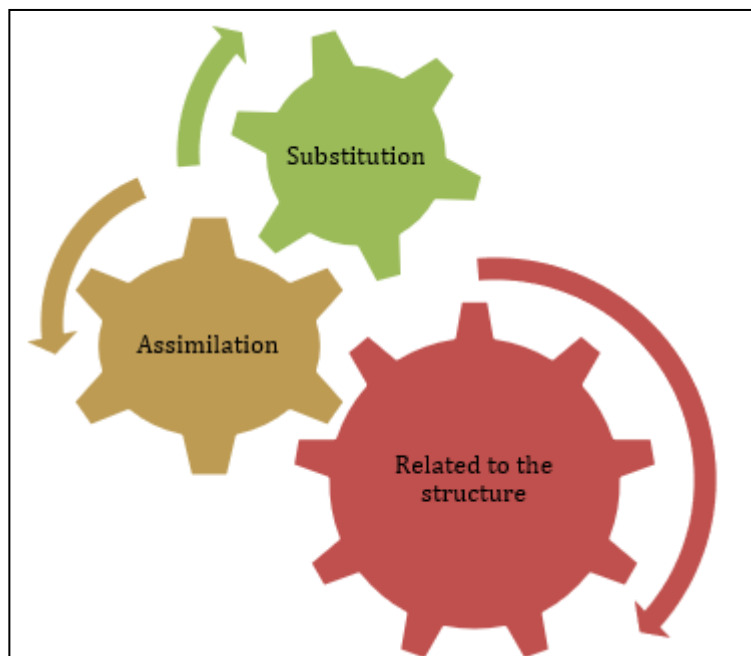

Figure 4. Types of phonological simplification processes
Source: Own elaboration based on (Pavez et al., 2013)

The processes related to the structure of the syllable and the word are those through which the student tends to simplify the syllables by transforming them in structures of the consonant vowel type CV and words in CVCV structures. The assimilation processes are procedures, where a phoneme is changed to make it the same or similar to another present in the model word or in the one emitted by the student and to complete the substitution processes, they consist of simplifying the word, replacing phonemes belonging to a class by members of another class (Pavez et al., 2013). Some authors such as Grunwell (1985); Bosch (2004) point out that the processes of phonological simplification can be considered systemic, when the system of phonological oppositions is simplified, as occurs in substitutions. On the other hand, they are considered structural when they are related to the structure of the word, simplifying syllables, metrics, or assimilating phonemes into it.

The teacher must pay special attention to the phonological simplification problems presented by the students. It must be determined which cases correspond to cultural delays linked to incorrect expressions of phonemes and words, and which cases correspond to pathological malformations. In the first case, a differentiated and personalized effort must be made to correct the problem. In the second case, the intervention of a specialist and, where appropriate, the language therapist, must be made possible. When learning about a type of language defines people as part of a group, language learning involves a series of cultural, social and linguistic variables, which influence the perception of the world, the way of thinking and the way to live the present, to reconstruct the past and imagine the future, language is above all the element that drives integration and draws the group and individual identity of people and society.

4 Conclusion

An analytical contribution related to the phenomenon of communication was obtained as part of the teaching-educational process, in the interest of motivating teachers to reflect and study the theoretical components that provide the improvement of the linguistic expression of the students of the educational level. elementary school of the Miguel Solórzano Basic General Education school of the Bravos Grandes community of the San Antonio parish of the Chone canton. Language is the exclusive faculty of man, which allows the learning and use of language for

communicative purposes, based on the fact that communication in its scientific nature is a unit of content in close interrelation with the teaching-learning process, in it must be seek aesthetics, the materialization of thought in the correct language according to its field, so that the message arrives efficiently and achieve an effective development of it.

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