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THEME 1

Language as communication: spoken language and written language. Factors defining a linguistic situation: sender, receiver, functionality and context.

0. Introduction
1. The origins of language and communication
2. Oral and written language: differences and implications in teaching
3. Factors defining a linguistic situation
4. Communicative Language Teaching (CLT)
5. Theme overview
6. Legislation
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0. INTRODUCTION

Current societies have been progressed so quickly and they have been built multiple relationships among them. It is for this reason that communication is nowadays so important than even the **Royal decree-law 61/2022, of 13h July which establishes the curriculum of Primary Education of Madrid Autonomous Region**, establishes that its principal aim is developing students' communicative competence. This term refers to enabling the learner to communicate using the oral and written skills (listening, speaking, reading and writing), in the case of the EFL, using English in real and meaningful contexts. **Communicative competence** is, therefore, acquired by being competent in the four linguistic skills.

This implies adopting an approach based on communication: **The Communicative Approach**. This approach considers **language** as a means of communication, and consists in providing the students with enough communicative practice to develop their ability to use the language in a variety of situations. Although, the communicative competence not only refers to the ability to use the language, but also to aspects related to the communicative contexts.

We are living in a globalized world, where **communication**, **language** and **technologies** belong together. Language serves communication. Language is only useful or practical to the extent that it ministers to communicative goals. This, as we will analyze through the theme, has some **important implications in language teaching**, especially when we deal with foreign language young learners. But, at present with the multicultural and multilingual world, we cannot define communication or language without reference to a technological component.

Before starting with the developing of this theme, I would like to mention that all **communication** themes are connected, and they should be treated as a whole. In this case, we should take in to consideration, for example, theme 2: Communication in the Foreign Language.

Therefore, in this theme I will talk about the origins of language and communication, the differences between oral and written language, the different factors defining a linguistic situation and the Communicative Language Teaching (CLT).

1. THE ORIGINS OF LANGUAGE AND COMMUNICATION

1.1. THE NATURE OF LANGUAGE

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According to **H.A. Gleason** (1961) "language is one of the most important and characteristic form of human behaviour" because although all the living beings can communicate among them, human beings are the only ones who can make the use of language, so it is the most important communication tool we have because humans can express their thoughts, feelings, knowledge and ideas from one person to the other through language.

When we speak any language, we are using **a system of sound** that have developed and evolved over a long period of time. Each language uses a different system of sounds. The language we learned to grow up is called '**natural language'**. In other words, it is not an artificial language or one up made by humans for computers, machines or some special purpose. **Natural human languages** are very technical and governed by rules, but on the other hand, natural languages are sensitive to people and the communities they live in.

Another way to say it is that **languages have both structure and function**. '**Structure'** is concerned with language as a specific and unique system of sounds that have meanings. It also concerned with the sequential organization of words, which is called '**syntax'**.

The structure of a language is more formal and either never changes or changes very slowly. Most people do not know very much about language structure. Just as we can drive a car without understanding what is going on under the hood of the car, we can speak a language without understanding very much about how a language works.

As people interested in communication, we want to know how language works. We want to know how to create new meanings, express ourselves well, recognize when we are manipulated, and to know what language tells us about people and their thoughts.

When teachers prepare communicative activities they have to ensure that these should have the desire to communicate, these should have a communicative purpose and these should deal with a variety of language.

1.2. THE ORIGINS OF LANGUAGE AND COMMUNICATION

Since the beginning of the human beings, in the **Prehistory**, people could communicate, using smoke signals, pictographs… But the origin of language is different in each culture. All cultures have a language origin story. The sun goddess, Amaterasu, was the creator of language in Japan. In China, the son of heaven was Tien-tzu, and he gave language and the power of words to man. From these collections of stories and myths come reports of similar experiences and behaviours. It is possible to interpret **the myths** as saying that **language accompanied reason**. In this way is how many cultures think that people started to communicate **through language**.

Through the centuries, many scholars speculated about the relationship between language and people. The question about language originated became so frustrating that some academic organizations banned its discussion. Nevertheless, as we move toward the modern time, the study of language was assumed to be a natural evolutionary process and not a gift from God. In 1755, **Kant** explained that language was the result of gradual evolution and natural causes that influenced the development of humans.

The single most influential theory of the evolution of human language was proposed by the famous linguist **Noam Chomsky**, who argued that the innate ability of children to acquire the grammar necessary for a language can be explained only if one assumes that all grammars are variations of a single, generic '**universal grammar**', and that all human brains come 'with a built-in language organ that contains this language blueprint'. This is why children can grasp elaborate rules, even at an early age. He noted: *The rate of vocabulary acquisition is so high at certain stages in life, and the precision and delicacy of the concepts acquired so remarkable, that it seems necessary to conclude that in some manner the conceptual system with which lexical items are connected is already in place*.

People started to send **letters** to each other to converse without the need to live in the same neighbourhood some years before the writing was invented. When the **newspaper and the printing press** were invented, the way to communicate through people had been change, because there was a way to distribute the message by a mass production. Then, the **telephone** was invented in 1886 which change the way humans being communicated forever. After that, there were the **radio** and the **television** where people could entertain with news, music, movies… The **internet, emails, social medias, mobile phones, etc**. had a huge impact on immediately communication with people around the world which we can take this advantage of this in our English classrooms to come our students closer to their society.

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1.3. WHAT IS COMMUNICATION?

We can look up the origin of the word. Communication comes from the Latin *communis*, 'common.' **When we communicate**, we are trying to establish 'commonness' with someone. That is, **we are trying to share information, an idea or an attitude**.

Looking further, we can find this type of definition: ***Communication is the mechanism through which human relations exist and develop***. This broad definition, found in a book written by a sociologist, takes in about everything.

In contrast, some people limit their **definitions of communication**, saying: ***Communication is the process whereby one person tells another something through the written or spoken word***.

Some definitions fall in between these two extremes. **Carl Hovland**, a well-known psychologist, said: ***Communication is the process by which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behaviour of the other individuals (communicates)***.

This definition describes what many extension workers hope to achieve. You will be trying to change behaviour. Some object to this definition. Their objections centre on the phrase 'modify the behaviour.' They say there are numerous occasions when they communicate, in their family and social lives for example, with no intention of attempting to modify behaviour. However, we most likely to modify others' behaviour, even though that may not be our intention.

2. ORAL AND WRITTEN LANGUAGE: DIFFERENCES AND IMPLICATIONS IN TEACHING

A **spoken language** is a human natural language in which the words are uttered through the mouth. Most human languages are spoken languages.

Spoken language **stands in contrast to sign language and written language**. From the point of view of linguistic evolution, **spoken is prior to written language**. The writing system of any language is developed or 'invented' by its users to record speech when the need arises. Even today, there are many world languages that can be spoken but have no standard written form. Writing is learned later. Although writing has derived from speech, nowadays, their independence is mutual. For modern linguistics, spoken language reveals many true features of human speech while written language is only 'revised' record of speech. Thus, linguists' data for investigation and analysis are mostly drawn from everyday speech, which they regard as authentic. Even from the point of view of grammar, spoken language usually has its own set of grammar, which sometimes may be quite different from that in written language.

Sign languages have the same natural origin as spoken languages, and the same grammatical complexities, but use the hands, arms, and face rather than parts of the mouth as their place of articulation.

Spoken languages also stand in contrast to computer languages, which are distinguished by their artificial origin.

The development of spoken/oral language normally occurs without formal teaching. It develops as a result of exposure to spoken language. It is easier and more natural to start listening and speaking before reading and writing. Oral language is the basis for learning to read and written language and for benefiting from instruction in other areas.

Some differences between oral and written language comprehension

A traditional view of reading comprehension has been that it is the sum of oral comprehension skills and decoding skills, the educational corollary to this belief has been a heavy emphasis on the teaching of decoding.

At this point, we will examine some important **differences between oral and written language**. We hypothesize that, while many of children's highly-developed oral language skills serve them well in the context of reading comprehension, additional processes are necessary for their understanding of text.

Some of the more obvious **differences between oral and written language** are the following:

- the presence of stress and other intonation features in speech;
- presence vs. absence of shared spatial and temporal context;
- the predominantly interactive mode of children's oral language;
- paragraphs structure in text;
- the permanence of written language and different syntactic, and it allows no interaction;

- Discourse structure of conversation and text.
- Speech uses the form of air pressure movements, and the written language uses graphs on a surface.

Features of oral and written communication:

ORAL COMMUNICATION	WRITTEN LANGUAGE
• It includes many **incomplete sentences**, and it is normal to make **mistakes** or **hesitate**. • **Active forms** are more frequent than passive ones. • There is **little subordination**. • It includes **repetition** of the same syntactic forms, **pause or rephrasing**. • It uses **less formal vocabulary**, colloquial and generalized vocabulary items. • **Production is more demanding** than in writing: the speaker must monitor the addressee's reaction to his words, while planning the next utterance. • **Expressive possibilities**. When speaking, we can vary the **tone**, the **accent**, and the **speed** of our words to underline the most important word in our speech, or to show our attitude towards what we are saying. We can show our interest, apathy, irony or scorn. • **Communication in society** have been **mainly oral**. • **Use of gestures and body language** to support the basic meaning of the message and to enrich the transmission of the message. • **Speech** usually is **less organized** than written language. It contains less densely information but more interactive markers.	• It includes **metalingual markers** to mark relationship among clauses. • The **syntactic structures** are **more varied** and elaborated. • Sentences are usually structured in **subject predicate form**. • The writer can only refer to information items which are known by the reader or those which have been already mentioned by the writer. • There is an **absence** of **immediate answer**, there is no quick feedback • The **vocabulary** used tends to be richer, **more formal** and selected. • There is **no body language**. • Writing allows **more time for organization**. • Although written language is rising because of internet, chats, emails… written language appeared **to repeat** the oral one. • We can distinguish **two situations** that require written language: *__The addressee__ is not accessible to speech because he is physically absent, but he is known by the writer. *__The writer__ does not know who the addressee is; he is both absent and unknown.

3. FACTORS DEFINING A LINGUISTIC SITUATION

To communicate effectively, we need to be familiar with the factors involved in the communication process. If we are aware of them, these factors will help us plan, analyse situations, solve problems, and in general do better in our work.

Thus, in the English classroom it is necessary to keep these factors in mind, since it is through small communicative acts that we will introduce language structures and vocabulary. The communicative approach is based not only on creating communicative situations in the classroom as models for learning the language, but also on developing appropriateness.

I am going to analyze the factors that take part in a communicative act and the pedagogical implications derived from them.

3.1. SENDER AND RECEIVER

They are the participants in the communicative act. The **sender** or **addresser** is the **author of the message** and the **receiver** or **addressee** **is the person or people to whom it is directed**. In an oral communicative act, the participants can see each other, like in a face to face conversations, or not, as in the case of a telephone conversation. Gestures and body language will be more usual in a face-to-face conversation, while a conversation on the phone will be full of expressions, which indicate that the receiver has no problem in following the message. However, in written language, the messages can be exchanged in emails, novels, advertisements and others.

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There is a relationship between the sender and the received, which is called the tenor. It affects the style of language we adopt.

In daily life, we are continuously changing roles as senders and receivers. In an English classroom, we should also try to **vary the interactions** so that the communicative act is as genuine as possible. The communicative approach, in fact, rejects the traditional pattern: teacher-student, and advocates the creation of varied interactions (teacher-student/s; student-teacher; student-student/s).

3.2. CONTEXT

The context of a linguistic situation is the setting of the communication. Linguistics distinguishes between **linguistic context** and **situational context. 'Linguistic context'** refers to the context provided by the linguistic system itself; it is the text —e.g. the words, phrases, sounds, etc.— that accompanies the particular sentence. '**Situational context'** refers to the place and the moment in which the communicative act is developed.

The situational context will influence the language type that is used in a communicative act (e.g. a family context, where the language is colloquial or a conference, which is a formal context where the grammatical constructions are complex, and the vocabulary is ample and erudite).

In the English class, the student should not only be able to communicate a message; s/he should also learn how to select the language form to use in a certain context. Students should learn that the imperative is more informal, and that courtesy formulas are used in more formal situations.

They need to learn about the several contexts they will find. Role-plays are very useful to recreate situations, because children can practice how to greet, say goodbye or thank you in different kind of contexts and situations and at the same time they can imagine that they are in a certain place and time, and they have to communicate in that context appropriately. To make it more real, we could include corners in the classroom.

3.3. PURPOSE

The purpose is the **intention of a message**. Senders in a communicative act want something to happen as a result of what they say or write. They may want to give some information to express pleasure or to apologize. The purpose will vary the election of the words of the sender.

When learning English, the students should have a **purpose** or **desire to communicate**. In other words, they should be using language in some way to achieve an objective. The concepts of purpose and desire have an important methodological implication: if the students have a communicative purpose then communication will be effective, and they will learn the language.

3.4. TOPIC

The topic is the matter about which the interaction develops. Topics can be varied: toys, seasons, animals, family, food, house, feelings, clothes, sports, transports, etc. In order to have successful communicative activities in the English class, it is essential for the topics to **be based on the students' interests**. If we use topics of their interest about which students can express ideas and feelings, the communicative act will be successful.

3.5. MEDIUM AND CHANNEL

The **medium** is the **means by which a message is transmitted.** As far as language in concerned, there are two types of media: speech (phonic medium) and writing (graphic medium). The **channel** is the **technical means of transmission**: phone, TV, radio, etc. In addition to, in the EFL classroom we should **take advantage of the ICT** and its means of transmissions: virtual conversations (emails, Meets) with people from other countries, videos (YouTube), songs… The form of the message will change depending on the medium and channel we choose.

A FL student should know the formulas and rules of use in each means. The cultural differences in the use of the medium and channel are important, because their ignorance can not only cause an inadequate use of the language, but also misunderstandings.

3.6. CODE

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The code is the communication system shared by sender and receiver. Language is the most frequent code used. However, there are other extralinguistic codes, such as the facial expressions, body language or intonation that we use to make our message come through easily.

So, in the foreign language class, we use English as the code, but as it cannot always be decoded by our students, because they still have very little competence, it is important to use body movements, intonation, gestures, modulate our voice, etc. to help them to understand the message that is transmitted.

3.7. REGISTER

The register is the style of language that we use according to the formality of the situation. There are five registers that have been described by **Martin Joos** (1961):

- **Frozen register.** This is used in texts that don't change over time, which use archaic and latinized vocabulary. They are used in literature, legal works, the Bible, wedding vows…
- **Formal register.** This is used in academic and formal settings, which normally involves one-way participation without interruptions. It is used by lecturers, preachers or judges.
- **Consultative register**. This is the standard form of communication which involves two-way participation. It is used in dialogues between strangers.
- **Casual register.** This is the informal language which is used by friends and family, with some slang and colloquialisms. It is also a constantly two-way communication.
- **Intimate register.** This is used in private context where people converse among family or intimate people. It is normal to use non-verbal language and gestures.

In the Primary classroom it is important to introduce these five registers to students so, they should know how to use each one in different situations but, the most important ones to use in the English classroom are the casual and intimate registers. We can also introduce the formal register in the third cycle

3.8. FUNCTIONALITY

We use language to communicate our ideas and feelings, but it is not the only function of language. Linguistics have identified many other functions of language.

One of the most influential models has been that of the Swedish linguist **Roman Jakobson** (1963), who has found **six general functions**:

a) Emotive function. This is the expression of feelings and attitudes, and it is directed to the addresser. The most common expressions are usually: 'Wow!' or 'Oh, my God!'
b) Conative function. This is used to draw the receiver's attention, and it is directed to the addressee. For example, a common expression to get the other's attention would be 'Excuse me!'
c) Referential function. It is the communication of ideas or facts, and it is directed towards the context.
d) Poetic function. This is the language used for aesthetic purposes (poetry) or as verbal play (crosswords, word searches, jokes, riddles, tongue twisters), and it is directed to the message.
e) Phatic function. This is based on the human being's need for showing signs of friendship, and it is directed to the channel. For example, 'Good morning!', 'How are you?' are used as courtesy formulas or as icebreakers.
f) Metalingual function. This is used when explanations are requested for clarification, and it is directed towards the code. For example, 'I do not understand.'

These functions of language have the following pedagogical implications: the English language teacher should not only teach the language for students to communicate their ideas (referential function), but s/he should also teach expressions, phrases or interjections to help them maintain relationships (phatic function), enjoy the language (poetic function) or to understand the language better (metalingual function).

The British linguist **Michael Halliday** (1978) believes language exists to fulfil certain human needs, such as the need to make sense of the world or to relate to others. His model of language is called **functional** or **systemic grammar.** Halliday identifies **three principal functions** of language:

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a) Ideational function. This function emphasizes language as an instrument of **thought** with which we represent the world to ourselves. We use the language to conceptualize the world: language refers to real or imagined objects, people, events, etc.
b) Interpersonal function. This function emphasizes language as an instrument of **transaction** by which we represent ourselves to other people. We use language as a personal medium: to establish or maintain social relationships.
c) Textual function. This function emphasizes language as an instrument of **communication** with which we construct sentences cohesively and coherently. We use language to form texts, whether spoken or written.

Today, FLT has incorporated the functional and communicative potential of language into teaching. Language reaching now focuses on communicative proficiency rather than on mastery of structures. Several pedagogical implications can be derived from this view of language:

- The language presented to students must be contextualized in realistic and natural situations.
- Students are expected to interact with one another through pair and group work in order to experience communication.
- Syllabuses should be organized around the notions and functions that learners may need in order to communicate successfully, such as expressing likes and dislikes, asking, identifying, accepting/declining invitations, etc.

4. COMMUNICATIVE LANGUAGE TEACHING (CLT)

The **Communicative Language Teaching (CLT)**, also called Communicative Approach, appeared in the 1970s. The person responsible was **Noam Chomsky (1957)**. He was struck about language because of its creativity, that is, the capacity to generate completely novel sentences, endlessly. He proposed a theory of language learning and argued that sentences are not learned by imitation and repetition, but are **generated** from the learners' competence. Learners, then, should be encouraged to use their **innate** and **creative** abilities.

British functional linguists such as **Michael Halliday** as we have seen previously emphasized its **functional** and **communicative** potential. They saw language learning as the learning of communicative proficiency rather than the mastery of structures.

The work of these scholars had a significant impact on the development of a Communicative Approach to language teaching.

The Council of Europe incorporated this communicative view into a set of specifications for a first-level communicative language syllabus called 'Threshold Level English' in the 1980s. These specification have had a strong influence on the design of **communicative** or **functional** language programmes and textbooks in Europe.

Thereby, the main aim of ELT according to the **Organic Law Amending the Organic Law of Education** is developing students' **communicative competence**. This implies adopting an approach based on communication: The **Communicative Approach** or **Communicative Language Teaching Approach**. So, the main purpose of CLT is for students to develop communicative competence through interaction and with **real meaning** for students. Thus, the main focus of the CLL is on the **development of oral skills** rather than the use of the written word and on the **development** of the so called **communicative competence**.

One of the **main purposes** of CLL theories is to help teachers to broaden their repertoires of techniques so that they can enable learners to communicate more effectively in a foreign language. That means to suggest activities through which teachers can help learners to go beyond the mastery of the structures of a foreign language, to the point where they can use them to communicate meanings in real situations.

4.1. COMMUNICATIVE COMPETENCE

Communicative competence is a concept introduced by **Dell Hymes** (1972), an American sociolinguistic, and discussed and redefined by many authors. **Hymes'** original idea was that **speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language**; they also need to know how language is used by members of a speech community to accomplish their purposes.

Nowadays, **Foreign Language Teaching** in many countries is mostly based on the idea that the goal of language acquisition is ***communicative competence*: the ability to understand and use the language correctly and appropriately to accomplish communication goals in a wide variety of contexts and for a variety of situations.** This competence can be oral, written or even non-verbal. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

The linguists **Canale and Swain (1980)** expanded the previous description of Hymes, establishing **four dimensions** or subcompetences of the communicative competence:

- ***Linguistic competence*** is knowing how to use the grammar, syntax, and vocabulary of a language.
- ***Sociolinguistic competence*** is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.
- ***Discourse competence*** is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.
- ***Strategic competence*** is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context, for this reason it includes verbal and non-verbal communication.

4.2. COMMUNICATIVE ACTIVITIES

Communicative activities refer to the tasks and exercises that the student carries out for real communication. These activities focus more on the message than on the linguistic features of language, and they are usually communication-based activities or task-based activities. Children learn how to speak without knowing what verbs, adjectives or verbal tenses are, so these should be learner-centred and there may be use of authentic materials.

The communicative approach believes that the practice of communicative activities will produce the unconscious learning of the structures of the language.

Communicative activities should be interactive, lively and fun to make students feel comfortable and learn much better. Moreover, there should be personalization in these activities to make them meaningful. A communicative activity must be:

- **Interactive.** Two or more people are involved in the communicative interaction.
- **Unpredictable.** A communicative activity must create the necessity and the desire to communicate to be meaningful.
- **Within a context.** This refers to the situational context (place, circumstances, time, channel used…) as well as the linguistic context (cohesion in linguistic forms and in vocabulary).
- **Authentic.** The language used should be genuine, that is to say, similar to that of an English-speaking person.
- **Motivating.** Learners should have fun while they are doing the communicative activity.

Teachers should take into consideration that our English classrooms are the only place where our students can practice their English and get exposure to it. Therefore, students should encourage them to **converse** in pairs and groups. **Role-play** activities are also an effective way for promoting students' communicative competence.

We must consider that nowadays, **technology** has influenced the teaching and learning process. There are some teachers who use Modern Technologies, such as YouTube, Google, Zoom in interaction with other students, for research some information or watching movies because these technologies allow students to collaborate with others, to interact much more and to enhance their communicative competence and digital one.

4.2.1. Purposes of Communicative Activities

It may be useful to consider **what the teacher might hope to achieve through communicative activity in the classroom**, since this will determine his own attitude towards it and what place he gives it in his overall methodology. **Littlewood** (1978) summarizes, under four headings, some of the contributions that communicative activities can make to language learning.

- They provide 'whole-task practice'.

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- They improve motivation.
- They allow natural learning.
- They can create a context that supports learning.

4.2.2. Types of Functional Communicative Activities

On the one hand, there are some **oral functional communicative activities** that a teacher can choose to involve children, such as information-gap activities, problem-solving, following instructions, communicative games, simulations, drama, storytelling, role-plays… On the other hand, there are some **written functional communicative activities** where students must communicate through a paper or a screen: writing emails, instructions, diaries, answering or creating quizzes…

The principle underlying **functional communication activities** is that the teacher structures the situation so that learners have to overcome an information gap or solve a problem. Both the stimulus for communication and the yardstick for success are thus contained with the situation itself: learners must work towards a definite solution or decision.

We can group functional communication activities according to the two main uses of language just mentioned: **(a) using language to share information** and **(b) using language to process information**.

We can take **the following activity**, named 'Identifying pictures', as **an example of functional communication activity** for sharing information.

Learner A has a set of four, five or six pictures which are all very similar in content, but contain a number of distinguishing features. For example, the pictures below all show a living room but differ in the colour of the curtains, the number of chairs, the position of the radio, etc.

Learner B has a duplicate copy just of one of these pictures, which he has either been given by the teacher or selected himself from a complete duplicated set. Learner A must find out which of the pictures learner B is holding, by asking him questions about it.

5. THEME OVERVIEW

All in all, **communication** is the main purpose of TFL and students must know that it cannot be separated from language to communicate successfully in English. Therefore, considering that **communication is not a simple matter of acquiring knowledge of language items** the function of the message and the factors that intervene in a communication act are aspects that must be included in the methodology of the FL.

Teacher should use different communicative activities to ensure students have some real communicative situations in English. Teaching students communication can be greatly improved by using classroom **technology** to personalize our students' learning in a comfortable way. Teachers and students have a huge variety of options to communicate among them or other people using the ICT tools, such as, emails, discussion boards, videoconferences…

Our responsibility as teachers is to develop in learners **the capacity for communicative behaviour** because it is the centre of language learning. Therefore, communication is key in the classroom and teachers should motivate students to participate creating a positive environment where students feel comfortable to express their feelings, working in group or pair to express themselves with their peers, encouraging them to participate, creating different situations where students can identify themselves…

"If you just communicate, you can get by. But if you communicate skilfully, you can work miracles."
– Jim Rohn

6. LEGISLATION

The **Common European Framework of Reference for Languages (2001)**, which describes in a comprehensive way the competences necessary for communication, the related knowledge and skills and the situations and domains of communication.

The Royal decree-law 157/2022, of 1st March, which describes the **core curriculum** of Primary Education in Spain.

The Royal decree-law 61/2022, of 13th July, which describes the **core curriculum** of Primary Education in Madrid Autonomous Region.

Organic Law Amending the Organic Law of Education 2/2020 of 29th December, which is the current **education law** in Spain.

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