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La innovación en el uso del lenguaje en contexto cambia la forma de pensar de los docentes

*The innovation in the use of language in context changes
the way professor think*

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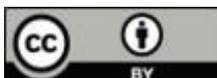
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Resumen

El presente artículo es una ampliación del tema expuesto en el III Congreso Internacional de Innovación en la Educación realizado en la Universidad Central del Ecuador (UCE). Su contexto es amplio y hay argumentos que ameritan ser resaltados y examinados; así como la importancia del análisis de un discurso pragmático, la capacidad de los docentes en crear nuevas estrategias pedagógicas para mejorar sus procesos de enseñanza y la presentación detallada de una propuesta de formación a docentes universitarios en el uso del lenguaje en contexto. Por esta razón, el objetivo de la presente investigación es profundizar cómo los docentes, luego de una capacitación en el uso del lenguaje en contexto, mejoran sus procesos de comprensión lectora y cambian su forma de pensar con respecto a sus prácticas pedagógicas.

La metodología de este estudio se centra en una discusión teórica sobre el uso del lenguaje en contexto y en un análisis cuantitativo de la formación a docentes en la lectura crítica y desarrollo del pensamiento. Este estudio se aplicó en las provincias de Pichincha, Esmeraldas y Santo Domingo. Como instrumento de investigación se aplicó un cuestionario sobre el análisis de un discurso con el uso del lenguaje en contexto y se comprobó que el 91% de los docentes mejoraron su capacidad de análisis. En conclusión, esta investigación se considera de alto impacto porque luego de las preguntas de metacognición que se realizaron a los docentes al final de la capacitación, estos reflexionaron sobre sus procesos de comprensión lectora y sus prácticas pedagógicas.



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Palabras clave

Capacitación, congreso, discurso, lectura, prácticas, provincias, resultados.

Abstract

The following article is an expansion of a topic presented at the 3rd International Conference for the Innovation in Education, held at Universidad Central del Ecuador (UCE). Not only is it broad but it also contains arguments that deserve to be highlighted and further examined. In the same way the analysis of "pragmatic discourse" is an important exercise, therefore, it is a professor's ability to create new pedagogical strategies to improve teaching methods. Further, a thorough proposal of a training program for university instructors regarding language in context is important as well. As such, the aim of this article is to elucidate how teachers, after having received training in the usage of language in context, improve their reading comprehension processes and change their thought processes with regard to their pedagogical practices.

The methodology of this study focuses on a theoretical debate of the usage of language in context and employs quantitative analysis regarding teacher training of critical reading and the development of critical thinking for instructors in Pichincha, Esmeraldas, and Santo Domingo provinces. Such training involves a certain command of language in context. The questionnaire employed in this study to collect data from the analysis of a discourse through the usage of language in context revealed a 91% improvement in the teachers' capacity for analysis. Thus, this investigation should be considered of high impact; the metacognitive questions that were posed to the teachers at the end of their training made them think on their reading comprehension processes and pedagogical practices.

Keywords

Didactic, influences, provinces, reading, thinking, training.

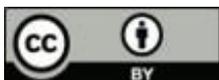
1. Introduction

The curricular updating and strengthening of Elementary Education has been subjected to several changes. In 1996, the development of skills, contents and transversal axes was relevant but not to the reading comprehension processes. Teaching-learning was still informative and the use of language in context was not important.

In 2007, the National Office of the Curriculum carried out a study at the national level that allowed to determine the application degree of the curricular reform in the classrooms. From this regulation there was a disarticulation between the objectives and levels of learning, as well as the lack of information in the skills and evaluation criteria.

In 2011, the "Curriculum for the Unified General High School" comes into force with the purpose of providing the students with a general training according to their age" (MINEDUC, Curriculum of the Compulsory Education Levels, 2011, p. 6). This document considered to make a curricular adaptation in terms of content and skills with performance criterion, and leaves behind the use of the language in the context. Reading comprehension is subjected to basic knowledge and emphasis is placed on the evaluation criteria.

Based on an impact study on the curricular reform on Basic Education in the years 2012-2013, it was necessary to "analyze the epistemological and curricular rigor of the documents, aspects that underlie the new curricular proposal" (MINEDUC, Curriculum of Compulsory Education Levels, 2011, p. 6). On the other hand, the principles of critical



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pedagogy and the thought development in the teaching-learning processes were taken as a basis for improving the quality of education. But, the educational reality in our country is different. Teachers have low levels of reading comprehension and they are not aware of the benefits of the use of language in context.

In the year 2009-2010 the evaluation team of Universidad Andina Simón Bolívar carried out a study on the reading comprehension capacity of the teachers of three educational institutions in the province of Pichincha, and the results indicated that a significant percentage of teachers have low reading comprehension, but after a teacher-monitored training they improved their analytical capacity (Final report of the Teacher Training Excellence Center Program [CECM], 2009, p. 33).

According to these findings, the question to be investigated is: to what extent the teacher training in the use of language in context in the provinces of Pichincha, Esmeraldas and Santo Domingo influences their way of thinking and improves their processes of reading comprehension? Thus, the aim of this article is to demonstrate that the use of language in context influences the way teachers think and improves their reading comprehension processes.

For this reason, a theoretical discussion of John Searle acts of speech will be made, (1996); Introduction to the Pragmatics of M. Victoria Scandell, (1996); Introduction to the grammar of Manuel Casado, (2000); the concepts of topics and comments by Gutiérrez Salvador, (2000); Ideological structures of Van Dijk, (2008); Conversational Dialogues of Victorino Zecchetto, (2002); Ideological structures of Van Dijk, (2008); Conversational dialogues of Victorino Zecchetto, (2002); Textual functions of Oscar Lamas, (2003) and grammatical elements of Xavier Conde, (2001). Later, the instruments and methods of research applied to teachers trained in the use of context language will be explained. Third, an analysis will be made of the scores obtained by the teachers before and after the trainings and the results obtained will be interpreted.

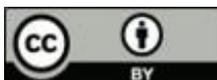
A proposal to analyze speeches from the use of language in the context for university professors will be presented, and the didactic strategies and processes to be used are shown. This practice will serve for other possible university-level research. It would be interesting to assess the reading comprehension of university teachers and to verify if these training workshops influence their pedagogical practices. Finally, the corresponding conclusions of this investigation will be mentioned.

2. Introduction to Pragmatics

There are several authors who define pragmatics as a discipline in which the use of language in context is involved. Scandell (1996) states:

Pragmatics is a discipline that takes into consideration the extralinguistic factors that determine the use of language, precisely all those factors that cannot be referenced by a grammatical study: notions such as those of speaker, listener, communicative intention, verbal context, situation or knowledge of the world will prove to be of paramount importance (p. 14).

From this argument, it is intended to mention that the use of language in context is not limited only to the decoding of a statement from the grammatical point of view, but to take



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into account other elements that define the interpretation of the oral or written message. Both the speaker and the listener need to be placed in a situational context to interact in the communication.

For Searle (1996), "Speaking a language consists of conducting acts of speech, acts such as making statements, giving orders, asking questions, making promises, and so on, and more abstractly, acts such as referring and preaching" (p. 25). In this sense, the acts of speech or enunciations have a communicative intention that depends on the speaker or the listener to interpret a message. For example, it is not the same to ask a person to close the door with the word please that denotes courtesy than to say the same thing as an order and with authority. Because the intention changes. For this reason, it is important to consider these meanings when interpreting or communicating what is meant.

Scandell (1996) mentions: "An argumentative connector is a morpheme (adverb, locution, subordinate or coordinating conjunction...) linking two or more statements involved in a single argumentative strategy" (p. 98). Thus, the argumentative markers or connectors presented in a text are important elements to analyze a discourse. The relationship between two statements defines the meaning of the sentences and the interpretation is closer to the reality of the message. For example: we study at ten and we study until ten; a difference of meaning is clearly seen. The first statement can add other bookmarks (and then, while and others); while in the second the marker (until) does not allow adding other statements. Therefore, argumentative operators have their own function and affect the meaning of the statement, changing the intentions of the speakers.

Although the pragmatics of a discourse discusses several aspects of the use of language in the context, it is also important to consider the position of Van Dijk (2008), who points out:

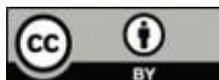
Only the pragmatic and the structure interaction of the text and the speech, as well as some aspects of style and rhetoric can be directly monitored by ideological structures, for example, through context models and not by the way of the models of event and meaning (p. 218).

In other words, "ideologies have often been identified as "false" beliefs or "false conscience" (Van Dijk, 2008, p. 221). Thus, the analysis of a discourse is not only focused on the structure of a text but on the ideological aspects. Discovering the ways of thinking of a social group makes the speaker or the listener to have a more real context. For this reason, the interpretations change and the cognitive knowledge of the subjects is activated to emit judgments and values.

Gonzales (s.f.), relies on a new concept about pragmatics by trying a definition when stating:

Pragmatics is interested in the actions carried out with the uses of the language, i.e., by the functions fulfilled with its mediation; among the most outstanding are: personal, interpersonal and social contact and communication; representation of the real and modeling of knowledge; knowledge and regulation of their own and others' behavior; explorations on possible worlds and creation of beauty... (p. 9).

In this sense, the actions carried out by the subject in the communicative act depend on personal, interpersonal or social contact to interpret the real world. It is important to know that they regulate their own or others' behaviors. In other words, when the subject interprets a message it brings with it some previous knowledge that are the product of social relations; with these two elements the individual builds other meanings of the reality



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and acquires new knowledge. Then, the exploration of other worlds and the creation of beauty become a dynamic mechanism of the use of the language in context. In other words, the use of interactions between the interlocutors is relevant when analyzing a discourse.

Another perspective of pragmatics can be seen in the definitions of Zecchetto (2002) when mentioning:

Pragmatics is the discipline that analyses the specific forms and strategies assumed by communicative expressions... It is interested in the study of conversational dialogues, the cases reported by the Ethnolinguistics, the statements of the mass media in their various contexts, situations, circumstances. Pragmatics shares with other disciplines some aspects of their mental universe (for example, with psychology, sociology...), as it tries to discover the exemplary axes of the language -in general- of the human communicational behavior in the practical realizations (p. 21).

This approach explains that pragmatics is the responsible of performing a thorough analysis of the dialogues of the interlocutors related to different cultures and historical eras. These conversations mark the differential traits of speech acts in the same society, whose situational context is directed towards the study of human behavior from a sociocultural perspective. As a result, the use of language in the context implies not only the study of the enunciations itself, but the use in the way of thinking. To do this, it is necessary to take as a foundation the beliefs and ideologies presented in the statements, by being important aspects to discuss in oral and written speeches.

According to these arguments, the use of language in the context is related to pragmatics. Professors should be aware that the use of statements has a specific intention and its analysis depends on how these statements are interpreted. The communicative competencies of each one will generate changes in the pedagogical practices; therefore, these must be oriented to an argumentation and counter-argument to encourage critical thinking.

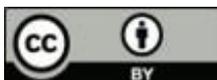
Hence, the cognitive reflection of the elements related in a discourse provides an accurate understanding of what we analyze. The encounter of divergent and convergent thoughts of the language users is what allows the construction of new meanings. It also allows the construction of dogmas and tendencies that when shared are converted into constructs of cultural thought. Therefore, a professor with competent linguistic performance is in the capacity to create transforming leaders of a society.

3. Introduction to grammar

Another important aspect of the use of language is grammar. Manuel Casado (2000) states that "coherence and cohesion are important elements in a statement; by coherence it is understood the parts of a whole and by cohesion it is understood the relations of the linguistic elements of the text "(p. 17). That is, the structure of the text is organized when it has unity, these two elements are necessary to understand and interpret a message.

Moreover,

Paraphrase, substitution, ellipse, informative function and order of the constituents, markers or discursive operators are procedures that bind to the orality, intonation and expression of the speakers. Each of the elements mentioned have their function in the text and the relations of



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the statements make the interpretations to be varied and define the context of the situation.

There may be a synonymic lexical variant in the recurrence (a word can be replaced by a similar one in the discourse.); a lexical reiteration of the designate (a word can be designated in different ways); the hyperonym (a word with general meaning). The pronominal substitution, on the other hand, orients to the use of the lexical proforms, i.e, to the use of the proverb to do. For example, in the statement: Mary reads a story. Sofia does the same thing. The proverb do replaces work.

In the ellipses, the enunciations have certain absences or deletions of linguistic elements of the text. Thus, in the expressions John bought flowers; Maria, chocolates. Another example is when the elements of the nominal phrase precede or retake the nominal elliptical phrase. Example: I assume two neutral positions of this intense discussion. I describe the first one. The first nominal phrase retakes not only a neutral position, but also the other words as discussion known as adjacent.

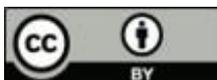
In the informative function, the use of the constituents and the discursive markers are components that organize the information of the elements of the statement. The elements of a statement: rheme, comment and focus are essential to interpret the speeches; the relationship between them allows to construct different meanings that organize ways of thinking in a discourse (Casado, 2000).

According to these arguments, the function of grammar becomes relevant since when analyzing a text, it is important to relate all these grammatical elements to approach the context of the discourse. If there is no proper understanding of what it means to relapse, ellipses, constituents, and textual markers on the part of the reader, it is possible to misunderstand the statements and build other meanings that are wrong. In addition, the structure and content of a text can be distorted. As a result, the use of in-context language requires deep grammatical analysis.

According to Gutiérrez (2000), "Support is the known information of a statement, while contribution is the unknown information of the word" (p. 21). In other words, every statement needs to be analyzed from the point of view of the subject and predicate. For example, in the statement they play in the park. The Speaker wonders who is playing in the park? As unknown, the rheme or contribution is the word who and the support or theme is played in the park, because it is what the speaker knows; in other words, the subject and the predicate play an important role when interpreting the meanings of a text.

Additionally,

The topic of an enunciation is necessary to realize the reference with the adverbial subparagraphs (personally, technically, with respect to, etc.); They usually go at the beginning and mark several meanings to define the intention of the discourse. Thus, for example, in the following statement: With regard to climate, volcanoes are active, the topic element that is at the beginning of this enunciation (with regard to the climate), marks the meaning of the enunciation and makes that the intention of the discourse changes. This topic has the function of introducing a comment or contribution.



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With regard to the focus or relief, the prosodic emphasis is an important example: you did it. The emphatic element you contrast with the other pronouns I, he, etc. In other words, other people were able to intervene; but the statement clearly puts emphasis on you. As a result, the intention of the statement is to clarify the information. Therefore, the focus of a statement points to the importance of a context in its different variations in order to understand and assimilate its meaning (Gutiérrez, 2000).

Hence, the topic and the focus are other grammatical elements that can be analyzed in the discourse. If the receiver of a message learns to relate these components the interpretations are broader and the comprehension of the text improves. The cognitive processes of the interlocutors indicate different meanings and make the speaker and the listener develop language skills and critical thinking.

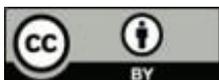
In addition, Lamas (2003) states: "A language can have different grammatical procedures to reach senses. The connectors: therefore, that is, by the way, for example and also serve to introduce textual functions in the speaking" (p. 13). In other words, these connectors indicate consequences, explanations, examples or add ideas in the statements. Consequently, these relationships imply cognitive inferences that lead to other meanings for the interpreter.

Another element to consider in the use of the language in context is the deixis. The terms like that, there, here, then and others are grammatical elements that refer to a context (Conde, 2001, p. 7). Pronouns and adverbs define the characteristics of the statement by placing references to link ideas or concepts that relate to the understanding of the meanings of the statements.

In short, the use of in-context language involves a profound pragmatic analysis. It is important to analyze the acts, the communicative intent, the ideologies of the speeches and the grammatical aspects. The theme, rheme, focus, topic and discursive connectors are necessary aspects to be analyzed in a speech. Consequently, the comprehension of texts is not based on a basic interpretation, but on an analysis that seeks the construction of relevant meanings that generate critical thinking.

It is necessary to perform a quantitative diagnosis to understand that the use of in-context language improves teacher' reading comprehension processes. The study was carried out in three educational institutions in the province of Pichincha of the Metropolitan district of Quito, which is part of the project CECM (Training Center to Teachers) that was carried out at Universidad Andina.

This investigation was done in two moments before (moment A) and after (moment B) of the trainings. Figure 1 shows the result of the reading comprehension test by the number of teachers before the training. This study was carried out in the year 2009-2010. The instrument that was applied was a survey of open and closed questions about a text of comprehension. The topic of this reading was about embryonic stem cells.



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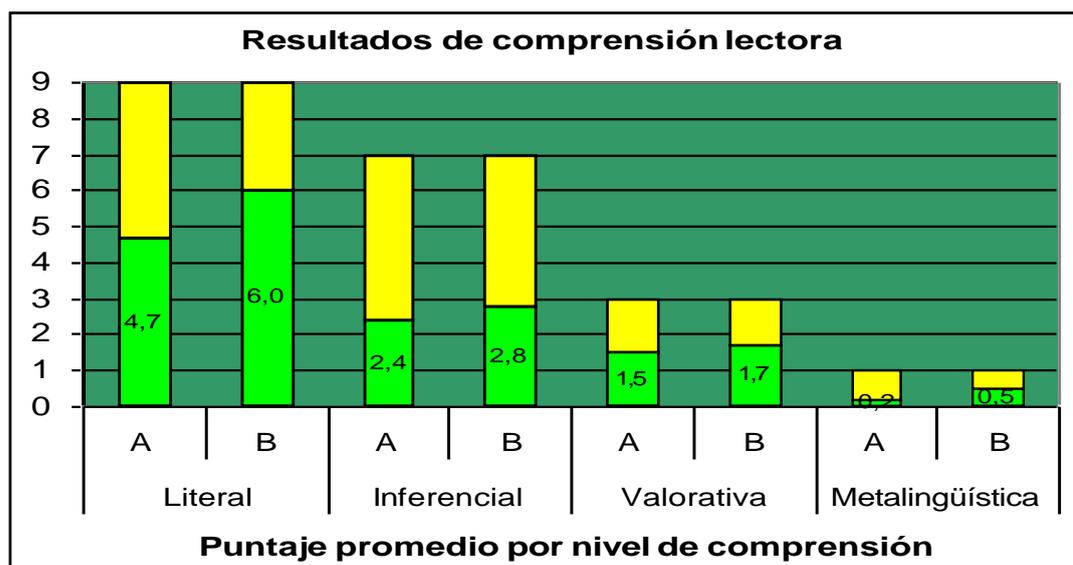


Figure 1. Average score of the reading comprehension test to teachers. Adapted from: (Final report of the CECM program, 2009)

En esta figura se observa que del Momento A al B las áreas verdes aumentan de tamaño, es decir, que crecieron los puntajes promedio de las tres dimensiones de comprensión lectora. El tamaño de las áreas amarillas representa el puntaje máximo al cual los docentes deberían llegar. Es decir, falta por desarrollar este aprendizaje.

In this figure it is observed that from the moment a to the B the green areas increase in size, that is to say, that the average scores of the three dimensions of reading comprehension grew. The size of the yellow areas represents the maximum score to which teachers should arrive. That is to say, lack to develop this learning.

This analysis verified that teacher training contributed to improve reading comprehension processes. In addition, the evaluation team of Universidad Andina monitored this process and made the corresponding adjustments. The facilitators also developed the workshops according to the needs of the teachers and assessed their progress. In short, the average scores allowed to say that the ability to analyze the speeches improved significantly.

The knowledge percentage in the use of language in context in teachers before and after training is presented in table 2. This is a summary of a study carried out in the provinces of Esmeraldas, Santo Domingo and Pichincha in the year 2012-2013.

Province	% teachers	Average
Esmeraldas	98%	3
	2%	6
Sto. Domingo	99%	3
	1%	6
Pichincha	97%	4
	3%	6

Table 2. Results of using context language before training



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Since the number of the population is known, the following formula was applied

$$n = \frac{N(pq)}{(N-1)\left(\frac{E}{K}\right)^2 + pq}$$

$$x = 246$$

Equation 1

This same result can be seen in a better way in the following figure 2.

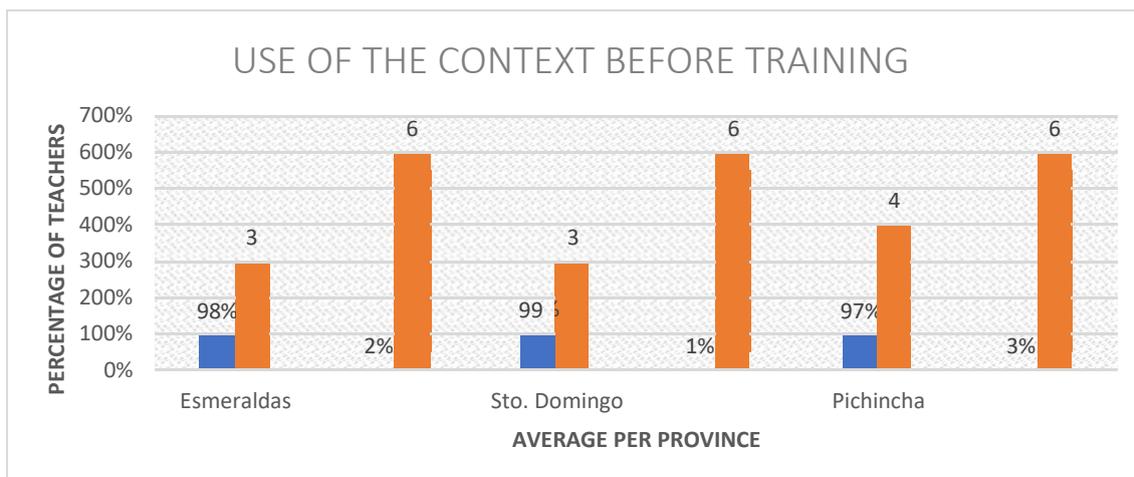


Figure 2. Percentage of teachers who obtained an average score in the application of a text analysis of the use of the language in context before being trainedAs

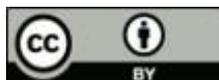
Can be seen, in Esmeraldas 98% obtained a score of 3/10; in Santo Domingo 99% obtained a score of 3/10 and in Pichincha 97% had an average of 4/10. What is inferred is that professors use the language in context in a limited way.

On the other hand, 2% of Esmeraldas teachers obtained an average of 6/10; 1% of the teachers of Santo Domingo obtained an average of 6/10 and 3% of the teachers of Pichincha obtained a score of 6/10. Some teachers achieved a satisfactory average in the interpretation of a discourse, which shows a low level of reading comprehension.

Most of the teachers analyzed the text superficially, and they did not take into account the different acts of the statements, nor did they emphasize textual markers, argument types, deixis, and language functions. In addition, the types of contexts went unnoticed; therefore, the interpretation of the speeches was neither profound nor relevant. The urgency of training was imperative.

With regard to the expression of their point of views, some of them were superficial. They considered that the main ideas, the secondary and the recognition of the subject and predicate were sufficient to understand the text in its entirety. In a way, their expectations at the beginning of the workshops were not relevant. They thought that they already knew the subjects exposed in the course. The course actually served as a category promotion.

Also, they complained that the reading and writing processes have the same processes and that the problem of not reasoning was of the students. They stated that the use of direct, indirect and verb conjugation complements were a prerequisite for the comprehension of texts, and the same happened with the ability to deduce. According to them, inferring requires that the students understand the text.



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Finally, they ended up saying that the guilt of not having a reading culture was of the parents and that the education system of Ecuador has always been a disaster. In the face of these positions, all these expectations were collected by the facilitators at the beginning of the workshops; and at the end of the course, these thoughts and ways of thinking were contrast.

Table 3 is presented, in which another type of text was re-applied to teachers to use the analysis use of the language in context. At the same time, they were encouraged to conduct demonstrative classes as part of the completion of the course. It should be emphasized that the following results are after the training in the use of the language in context to the teachers of Esmeraldas, Santo Domingo and Ecuador.

Province	% teachers	Average
Esmeraldas	92%	8
	8%	7
Sto. Domingo	92%	9
	8%	8
Pichincha	89%	8
	11%	9

Table 3 Results of the use of context language after training

As can be seen, in Esmeraldas 92% obtained a score of 8/10 and 8% had an average of 7/10; in Santo Domingo 92% obtained a score of 9/10 and 8% had an average of 8/10; in Pichincha 89% had an average of 8/10 and 11% had an average of 9/10. It is inferred that the analysis of text done by the teachers using as a tool the language in context was favorable and influenced their way of thinking, and the scores have improved. In order to better project these results, Figure 3 is presented, in which the use of the language in context can be analyzed in a more detailed way. It is interesting to see how the percentages vary.

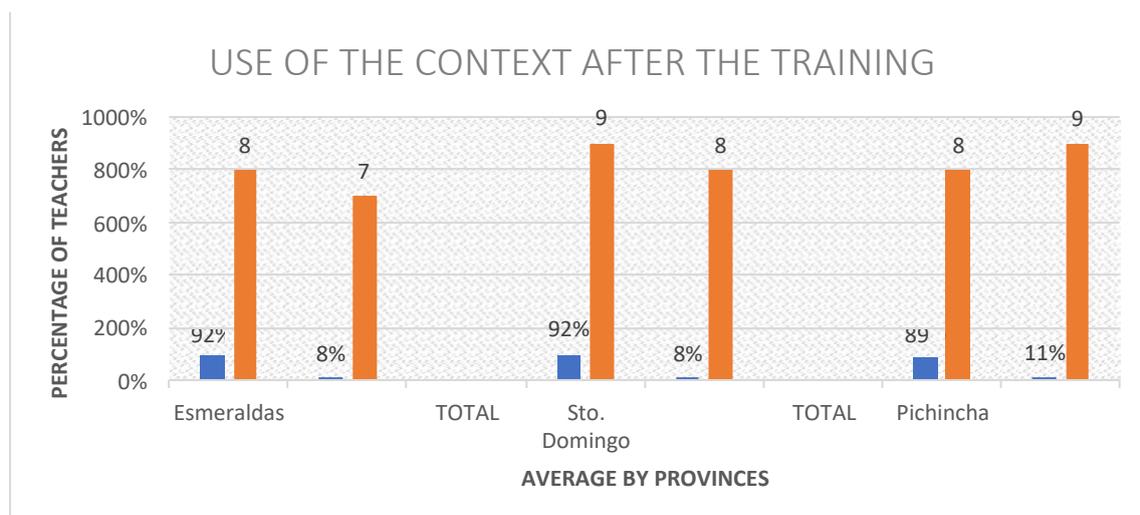
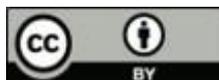


Figure 3. Results of the use of language in context after the training

As can be seen, 91% of the teachers trained in the provinces of Esmeraldas, Santo Domingo and Pichincha improved their use of language in their context. They perfected their reading comprehension and changed their way of thinking about their pedagogical practices. They analyzed speech acts, language functions, the use of different contexts, textual markers,



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ellipses, and constituents. They related the statements with the culture and generated new cognitive constructions with respect to the text or discourse to be analyzed.

On the other hand, at the end of the training, the facilitators asked metacognition questions to the teachers. Here, it was verified that the expectations they had at the beginning of the course changed completely. They thought that it is necessary to give another turn to their pedagogical practices, since the reading comprehension plans are based on the use of the language in context. In addition, grammar is not subjected to subject and predicate analysis, main and secondary ideas, but involves other meanings.

They stressed that if students were able to analyze a speech in depth, there would be more critical-thinking development. The fact of scrutinizing the true meaning of the enunciations and associating them with the culture and ideologies of a society causes them to change their paradigms. But the teachers are the first ones who should do it. Therefore, it can be deduced that the teacher training in the use of in-context language improves their reading comprehension processes. And, on the other hand, they change their way of thinking about their pedagogical practices.

6. Proposal to train University professors in the use of language in the context

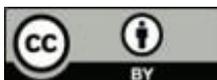
La siguiente propuesta es una guía para un taller de 4 días, con un total de 20 horas sobre el tema del uso del lenguaje en contexto. Toda propuesta metodológica, para elaborar talleres de capacitación, se fundamenta en elementos teóricos y evidencias (Carriazo, 2009). Por esta razón, la presente propuesta se basa en los artículos de M. Victoria Escandell, 1996; Introducción a la gramática de Manuel Casado Velarde, 2000 y Temas, remas, focos, tópicos y comentarios de Gutiérrez Salvador. Estos autores nos hablan del uso del lenguaje, desde el punto de vista de la pragmática y es un soporte para elaborar esta propuesta.

The following proposal is a guide for a 4-day workshop with a total of 20 hours on the use of language in the context. All methodological proposals to develop training workshops are based on theoretical elements and evidence (Carriazo, 2009). For this reason, the present proposal is based on the articles carried out M. Victoria Escandell, 1996; Introduction to grammar of Manuel Casado Velarde, 2000 and themes, Rhemes, topics and comments of Gutierrez Salvador. These authors talk about the use of language from the point of view of the pragmatics.

On the other hand, it is also based on the results of reading comprehension analyzed in the teachers of three public institutions of the province of Pichincha(Final report of the Teacher Training Excellence Center Program [CECM], 2009, p. 33). In addition, it takes into consideration the document of the new redesign of 2016 of Universidad Central del Ecuador (Commission of Connection with the Society, Commission of Investigation, Commission of Innovation, 2018).

6.1 Presentation of the workshop

Before presenting the workshop it is necessary to gather the expectations of the teachers with respect to the training course to contrast their thoughts at the end. They will then be explained what is the aim of the training, the objectives, content and methodology to follow, evaluation and metacognition. The organization of this workshop would be:



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6.1.1 Topic: use of the language in the context

6.1.2 Objective

- To show that the use of language in context influences the people's way of thinking to interpret the world around them.
- To conceptualize the use of language in the context to understand different types of text and generate critical thinking.
- To sensitize teachers that the use of grammar is a tool for the analysis of texts from the actual daily use of different real communicative situations.

6.1.3 Content

- Definition of Pragmatic by Scandell, (1996)
- Illocutive speech act, enunciations and discourse. Gonzales (s. f)
- Language functions and linguistic functions. Cervera (s.f.)
- Grammar in everyday use, coherence, cohesion, components of the enunciation (theme, rheme, topic and focus). Gutiérrez,(2000)
- Dance of the Signs, Zecchetto, (2002)

6.1.4 Prerequisites of teachers

After a brief presentation to the teachers about what the module is about, the subjects to be studied, the methodology and evaluation, the previous knowledge of teachers is collected with respect to language, grammar and language use.

6.1.5 Construction of knowledge

To present to the teachers slides of a simple text of a daily dialogue, whose context is in a restaurant. Through the analysis of this example the definition of pragmatics, the speech acts, enunciation and functions of language are presented. The text is the following:

A man sits on a restaurant table. The waiter approaches and asks:

-Good afternoon. What do you want to order?

-To what the man answers:

-I want some spaghetti with tomato sauce.

-What do you think happens next?

-Now, imagine that the following happens in the same table:

-The waiter approaches and asks:

-Good afternoon. What do you want to order?

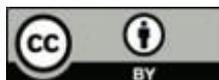
-To which the man answers:

-I order you to lie down on the floor and do ten pushups (Gascueña, s. f.).

After analyzing this text, it is necessary to make a reflection with the teachers on the speech acts. To do this, the following questions will be asked: What do you think can happen at that time? What can the waiter think of the order? What did the client say? How do you think he would react? These and other questions are essential to get a thorough analysis of the text.

With the analysis of these two situations presented in the text it is interesting to analyze with the teachers that the beginning of the text refers to a context that is in the restaurant. This situation directs a limited set of speeches that the speakers consider possible or acceptable. If the situation of the discourse were in a military context, in which a higher-ranking soldier gave him an order because he is subordinate, then he would possibly do chest pushups.

To reconsider that a speech act or intention of the discourse influences the way of thinking and acting of the individuals, it makes the comprehension of the text expands. In this sense the intention of the speakers is different. So, for example, the waiter takes an order to then



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act, the customer informs what he wants, in this case, spaghetti with tomato sauce. The sum of this deep analysis are inputs to construct the argument of discourse.

As for the use of grammar, it is essential that educators become aware that from examples of everyday use coherence, cohesion and components of the statement (theme, rheme, topic and focus) can be analyzed. In the preceding example, it will be shown that in the statement: "I want spaghetti with tomato sauce". The subject is the subject "I" and the rheme is "I want spaghetti with tomato sauce." It becomes topical when there is a marking of the enunciation. For example: For me, I want spaghetti with tomato sauce. The phrase "for me" is the topic, and the focus is the emphasis on some pronoun. For example, "I want spaghetti with tomato sauce. You said it. The pronoun "You" is the focus.

The way of combining words, deleting, or replacing them makes statements to be interpreted differently. The components of the statement must be grammatically structured so that there is coherence and cohesion in what is said orally or written.

In short, educators will experience that the use of the language in context improves their reading comprehension processes. The processes of thought and cognitive skills that will be built at that time shall serve as input to understand that the use of language in context is an essential tool for discourse analysis.

6.1.6 Evaluation

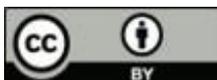
Finally, conclusions will be drawn on the subjects studied and then the metacognition process will be applied. The lecturer and the teachers will contrast the previous information that teachers had regarding the analysis of a discourse with the new knowledge they obtained in the workshop. On the other hand, they will check whether or not they met the expectations they had at the beginning of the workshop. Because of the latter, it will be possible to analyze whether or not they changed in their way of thinking about the deep analysis of the texts and reconsider their teaching practices.

To see if the teachers had a meaningful learning they will analyze another type of text, in which they verify the intentions of the statements, the speech acts, the linguistic functions of the text and the relation of these sentences with the culture. The discourse to be analyzed is the following.

The United States, from the German experiments, had elaborated an atomic bomb, Harry S. Truman, who assumed the American presidency after the death of Franklin D. Roosevelt, had estimated that the atomic bomb could be used to defeat Japan in such a way that it would cost less casualties to the United States than a traditional invasion. The first atomic bomb was launched on August 6 in Hiroshima. Eighty thousand people died by the fire or as a result of radiation; another seventy thousand were severely affected. Two days later, the Soviet Union declared war on Japan and on August 9, the Americans launched the second nuclear bomb on Nagasaki. The Japanese, by this demonstration of strength surrendered formally on September 2, 1945. Therefore, it was a hard and necessary historical fact to seek peace (Ministry of Education and Culture, Didactics of Critical Thought, 2011, p. 78).

The questions that will guide this analysis are:

1. What is the author's intention with this speech?
2. What would be the subject of this speech?



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3. In the statement: The United States, from the German experiments, had produced an atomic bomb. What is the subject and rheme of this statement?
4. What are the discourse markers that the text presents?
5. What is the statement that marks persuasion?
6. What important arguments does the text refer to?
7. Is there a topic and focus on a speech statement?
8. Write two statements that have the intention of informing?
9. Could you say that this statement is coherent and cohesive? Support your answer.
10. How would you analyze the components of this statement applied to students?

7. Conclusions

This research is considered important because the teacher training in the use of in-context language improves reading comprehension processes and influences the way teachers think about their pedagogical practices, making it possible to innovate the learning processes.

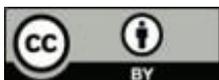
The use of language in context serves as an instrument to improve the activities that teachers and students undertake in the innovation projects of the knowledge (PIS). One of the training fields in these projects is the integration of knowledge and culture contexts and languages and communication (Commission of Connection with the Society, Commission of Investigation, Commission of Innovation, 2018, p. 17).

Therefore, it is interesting to analyze how teachers and students interpret the knowledge of a community through language, and to do this they need to analyze the community's speeches and their ways of thinking.

Another important aspect in the document of the new redesign of 2016 is to develop critical thinking and not to take apart the thought of the action (Redesign Accuracies, 2016, p. 3). For that reason, it is also necessary to incorporate the use of language in the praxis of the Connection with the Society (VS) and in the Practice of Application and Experimentation of the Learning (PAE). If teachers and students do not analyze the phenomena of a society, their context, and way of thinking in an appropriate way, their interpretations of reality and acquired learning will be biased and will not develop critical thinking.

There is another question that must be done after training in the use of language in context, can teachers apply what they have learned with their students? To what extent will they have changed their way of thinking? These and other questions may be subjected to another investigation, because it would be interesting to compile the progress of teachers on the application of these skills. Education will not progress if there are no changes.

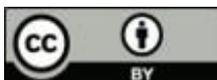
The society requires innovative people with critical thinking, divergent and with the capacity to investigate and produce new knowledge for the society to generate changes. A non-educated society does not progress and the educator is responsible for forming leading transforming citizens.



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