PROFESORES DE ENSEÑANZA SECUNDARIA · INGLÉS · JUNTA DE EXTREMADURA

TEMA

28

Linguistic Macrofunctions to Express the Most Common Communicative Intentions: Establishing and Maintaining Social Relations, Giving and Asking for Information about Objects, People and Actions, Expressing Intellectual and Emotional Attitudes

Macrofunciones lingüísticas para expresar las intenciones comunicativas más habituales: Entablar y mantener relaciones sociales, dar y pedir información sobre objetos, personas y acciones, expresar actitudes intelectuales y emocionales.

§

NOVIEMBRE DE 2026

Material de elaboración propia a partir de las fuentes oficiales que se citan al final del tema. No es un temario oficial ni sustituye a la normativa publicada.

Índice

1. INTRODUCTION

2. FROM LANGUAGE USE TO COMMUNICATIVE FUNCTIONS

- 2.1. Speech Act Theory: Austin and Searle
- 2.2. Functional Views of Language: Jakobson and Halliday
- 2.3. Notional-Functional Syllabuses and the Council of Europe

3. ESTABLISHING AND MAINTAINING SOCIAL RELATIONS

- 3.1. Opening, Sustaining and Closing Contact
- 3.2. Politeness and the Management of Face
- 3.3. Common Social Functions and Their Exponents

4. GIVING AND ASKING FOR INFORMATION ABOUT OBJECTS, PEOPLE AND ACTIONS

- 4.1. Identifying and Describing
- 4.2. Asking for Information
- 4.3. Narrating, Reporting and Instructing
- 4.4. Quality and Quantity of Information

5. EXPRESSING INTELLECTUAL AND EMOTIONAL ATTITUDES

- 5.1. Intellectual Attitudes
- 5.2. Emotional Attitudes
- 5.3. Moral Attitudes

6. CONTRASTS WITH SPANISH AND TYPICAL LEARNER DIFFICULTIES

7. PEDAGOGICAL AND DIDACTIC IMPLICATIONS

8. CONCLUSION

Fuentes

1. INTRODUCTION

The Council of Europe's Waystage 1990 specification describes language functions in six words: they are "what people do by means of language". That definition changes the way a teacher looks at a language. A learner who knows the present perfect has learnt a form; a learner who can say "I'm afraid I can't make it on Friday, but could we meet on Monday?" has learnt to decline an invitation without damaging a friendship. Welcome to Topic 28: Linguistic Macrofunctions to Express the Most Common Communicative Intentions.

In order to address this topic, I will divide it into six main sections. Firstly, I will explain what a communicative function is and how the theory developed, from Austin and Searle to Halliday, Wilkins and the Council of Europe. Secondly, I will study establishing and maintaining social relations. Thirdly, I will analyse giving and asking for information about objects, people and actions. Fourthly, I will examine the expression of intellectual and emotional attitudes. Fifthly, I will compare these functions with Spanish. Finally, I will reflect on the pedagogical and didactic implications of the topic, before drawing some conclusions.

Before moving on, I would like to mention the sources consulted for the preparation of this topic. These include: Leech and Svartvik's A Communicative Grammar of English, Quirk, Greenbaum, Leech and Svartvik's A Comprehensive Grammar of the English Language, Brown and Levinson's Politeness: Some Universals in Language Usage, and van Ek and Trim's Threshold 1990, as well as the Council of Europe's Common European Framework of Reference for Languages and its Companion Volume of 2020. I have also drawn on the LOMLOE (Organic Law 3/2020, of 29 December), Royal Decrees 217/2022 and 243/2022, and Decrees 110/2022 and 109/2022 of the Autonomous Community of Extremadura, modified in 2023.