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Motivation, teaching and learning strategies,  
french and english case, in the oral production meritorious  
autonomous university of Puebla

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## **ABSTRACT**

It is substantial, to propose didactic strategies that contemplate the Teaching-Learning objectives from the various methods, they must be directed to the particular needs of each subject and of the person who is studying a foreign language, therefore teachers must know and use a variety of activities that allow you to specify said cognitive and metacognitive processes.

The objective of this research is to provide the teacher with a repertoire of didactic, motivational and competency strategies for the teaching-learning of a second language, in this case French and English through various methods such as; the lingual audio, the situational method, the communicative method and the group work method and then begin to take steps with a view to developing the constructivist method with the purpose that the student is able to improve their oral production by creating meaningful sentences in the Target language associated with a certain social context, increasingly conceived as the result of the link between the affective, the cognitive, social interactions and communication.

**Key words:** *motivation; strategies; methods; teaching-learning; oral production.*

## Motivación, estrategias de enseñanza y aprendizaje, caso francés e inglés, en la producción oral benemérita universidad autónoma de puebla

### RESUMEN

Es sustancial, plantear estrategias didácticas que contemplen los objetivos de Enseñanza-Aprendizaje a partir de los diversos métodos, los cuales deben dirigirse a las necesidades particulares de cada asignatura y de la persona que está estudiando una lengua extranjera, por lo tanto los docentes deben conocer y emplear una variedad de actividades que le permitan concretar dichos procesos cognitivos y metacognitivos.

La presente investigación tiene como objetivo dotar al docente de un repertorio de estrategias didácticas, motivacionales y por competencias para la enseñanza-aprendizaje de una segunda lengua, en este caso el francés e inglés a través de diversos métodos tales como; el audio lingual, el método situacional, el método comunicativo y el método de trabajo grupal, para después empezar a dar pasos con vistas a desarrollar el método constructivista con el propósito de que el alumno sea capaz de mejorar su producción oral al crear frases significativas en la lengua meta asociadas a determinado contexto social concibiendo cada vez más como el resultado del vínculo entre lo afectivo, lo cognitivo, las interacciones sociales y la comunicación.

*Palabras clave:* motivación; estrategias; métodos, enseñanza-aprendizaje; producción oral.

## **INTRODUCTION**

The need for Didactics centered on the learner requires focusing teaching as a learning orientation process, where conditions are created for students not only to appropriate knowledge, but also to develop skills, form values and acquire strategies that allow them to act independently, committed and creative, to solve the problems that they will have to face in their personal and professional future.

All this leads to the use of teaching strategies and methods that promote intentional, reflective, conscious and self-regulated learning, governed by its own objectives and goals, as a result of the link between the affective and the cognitive, and of social interactions and communication, that take into account the diversity of the student body and the characteristics of the generation present in university classrooms, with the emergence of Information and Communication Technologies.

From an educational point of view, it is therefore necessary to use more and more tools of this generation in classrooms, to motivate them and develop their skills based on their styles and the ways and means in which they learn.

## **JUSTIFICATION**

From a multilingual environment, from the point of view of the learning psychology of Piaget, Ausubel, Novak, Gowin: "Information is retained the better the greater the number of ways it is accessed, it is also retained and used better if it accesses a mind in which there is a network of knowledge with which it can be linked, and the more the greater the number of links that can establish itself, the environment is better understood if one has interdisciplinary training".

Any intellectual activity suggests a number of questions that cannot be answered, in general, in the framework of knowledge that these activities belong. The broader the activity, the more MOTIVATING IT IS. Surprise is an ESSENTIAL MOTIVATING factor.

Motivational strategies should be presented, because they allow students to be interested in learning French and English as a second language. The importance of motivating the student can be appreciated, since it is not only required to impart general knowledge to engage young people and maintain interest in their different ages, but also to teach according to the real needs of each student.

Motivation and self-motivation are important aspects in our lives, the latter, focusing on a deeper aspect of our being, generating impulse, enthusiasm and interest, which

causes a specific action or a certain behavior. Motivation is present in all functions of life: simple acts, such as eating that is motivated by hunger, education is motivated by the desire for knowledge. But when we talk about self-motivation it is something different since it is the motivation towards oneself.

It is substantial to propose didactic strategies that contemplate the Teaching-Learning objectives from the various methods, which must be addressed to the particular needs of each subject and of the person who is studying a foreign language, therefore teachers must know and use a variety of activities that allow them to specify these cognitive and metacognitive processes.

### **Theoretical background**

#### ***THE ORTHOPEDIC COMPETITION***

It includes both, the knowledge of the names of the spellings, necessary for spelling, and the correct establishment of correspondences between spellings and sounds. With regard to the first, and although it may seem a trivial question, knowing how to spell is essential to avoid ambiguities and achieve effective communication.

#### ***PHONOLOGICAL COMPETENCE***

This (hereinafter, pronunciation) refers to the articulation of spoken speech. It is inherent and inherent to oral communication and, therefore, a totally relevant element in the acquisition and use of a language. In addition, the research in the field of psycholinguistics that has been mentioned in the previous section shows that it is also relevant for the learning processes themselves. As Vivian Cook (2001: 86) collects, according to the theory of working memory, pronunciation is vital to process and learn a language.

The inability to pronounce sounds quickly limits short-term memory and consequently creates difficulties in processing and storing the language in long-term memory. In addition, he continues, the lack of emphasis on pronunciation in language teaching hinders student learning. This is a compelling reason, proven by science, to put pronunciation definitively on the map of second language teaching-learning.

#### ***PHONETICS.***

For this study we also used the song as a communication tool and a cultural vehicle. We should also focus on the phonetics of French. And as Zedda (2006) reflects, the sung language should be a magnifying glass of phonetic production and therefore should

favor a development of articulatory awareness. He states that having notions of phonetics in French will allow a better status in that language and a quality of the vocal emission.

He also affirms that the sung language is used for leisure and as a pretext for oral expression. If we use the song as a means to teach and therefore learn a second language, it is because it has great advantages, namely the motivation of the students, the perception of new sounds, the elimination of certain inhibitions. It allows linguistic production and also facilitates memory in learners. All this benefits oral communication, understanding it as an effective educational agent in which an oral code composed of 19 vowels is rewarded: 12 oral vowels: 4 anterior, 4 central and 4 posterior. 4 nasal vowels. 3 semi-vowels. There are also the 18 consonants in that oral code and they are the following: 10 stops. 6 fricatives. 2 vibrant.

The same idea is reflected in the article by Tomé (1997), where he points out the importance of the phonetics of French. Manuals and methods do not give that part a privileged place. Teaching all those vowels and consonants to students is somewhat difficult. For this reason, we will focus only on some, the most common ones, which will allow them a correct diction. It is about finding out which Spanish sound is more like that French sound and then internalizing it and producing it. The sound of a phoneme was also associated with the sound of an animal (for example, the sound (Z) with the noise of the fly when it flies).

Following this line with the support of the Common European Framework of Languages, Parizet (2008), points out that it also takes into account the domain of phonetic competence that supposes a knowledge of perception and production and an aptitude to perceive and to produce the sound units of the language, the phonetic features, the phonetic composition of the words and the prosody of the phrase.

To acquire good communication skills, prosody must be taken into account since musicality will help us to understand the phrase. The student has to take into account the place of the accent, knowing that in French it is placed at the end of the rhythmic group. It is the teacher who must teach how to articulate and we are going to develop this through the traditional French song. e) Movement and gesture linked to the song.

In the article by Pamula (2008), the integral teaching of the foreign language, the activities and the advantages of these on the learning of the students are exposed. The

author tells us that a phonetic sensitivity must be acquired in order to later learn to understand and finally arrive at pronunciation, the executive function of language.

The idea is therefore to learn to speak from action with the help of activities and musical games that can be used to learn to speak, with the word, where voice, rhythm and text influence.

From experience that movement influences learning. When students clap to the rhythm of the music or pamper the specific vocabulary of a song, as an element of non-verbal communication it is there that feelings are expressed and we prepare them for writing. In the same way, the gesture helps the students to memorize and allows the acquisition of the lyrics of the song: remembering the gesture, the words come to us, thus associating the lyrics with the movement.

Language is a means of communication and the body is a vehicle for establishing communication channels that help the relational process with other people. This communication occurs through verbal and non-verbal language. Precisely, gestures, music constitute codes that have great communicative capacity in any situation of daily life.

The Common European Framework of Reference for Languages, which emphasizes the use of Information and Communication Technologies (ICTs) and specifically, the Internet, as an inexhaustible source of data and authentic documents that are beneficial for learning French where the apprentice is a social actor who must be capable of learning and reflecting on his own learning. It speaks of phonetic sensitivity and phonological awareness.

The Framework also contains section 6.4.7.9. in which various proposals are made on how to promote the development of the ability to pronounce. Most of the proposals presented are not very "communicative".

### ***PHONETICS AND PRONUNCIATION.***

For most language researchers (Brown, 1992; Encina, 1995; Dieling and Hirschfeld, 2000) pronunciation is not only the production but also the perception of speech sounds. Some authors like Seidlhofer (2001) expand this definition and affirm that pronunciation is the production and perception of sounds, accent and intonation. Thus, too, Cantero (2003) calls pronunciation to the production and perception of speech. For Dalton and Seidlhofer (1994), pronunciation is the production of significant sound in

two senses. First of all, sound has meaning because it is part of the code of a language. Thus, we can talk about the distinctive sounds of English, French, etc. In this sense, we can say that pronunciation is the production and reception of speech sounds. Second, sound is significant because it is used to achieve meaning in contexts of use. In this case, we can speak of pronunciation with reference to acts of speaking. (Cantero, 1998). PHONICA, vol.1, 2005 Marta Bartolí Rigol Pronunciation in the class of foreign languages communication. Knowing the pronunciation of a foreign language is essential to speak in that language and understand the natives of that language. If the pronunciation is correct, no obstacles will arise in communication and it will develop smoothly.

Apart from being basic in communication, pronunciation provides information about our selves and also generates positive or negative attitudes or opinions, many of them the product of prejudices or stereotypes. Pronunciation provides, as Seidlhofer (2001) points out, information about the situation in which communication occurs and about our identity, geographical and social origin, style, etc. And, therefore, as Dieling and Hirschfeld (2000) point out, we can say that it is a kind of business card. Good pronunciation is always worthy of admiration and praise, which is beneficial to the learner; It contributes to increasing their self-esteem and is also a good business card for the natives.

For this reason, we believe that pronunciation is a content within oral expression and comprehension that should not be neglected in favor of the other contents of the class. It is necessary to treat the pronunciation from the beginning so that the students have less difficulty understanding the native speakers and at the same time, so that they themselves are understood. Once the pronunciation has been defined and its function and role within the teaching of a second language have been assessed, it is essential to mention its relationship with phonetics. Phonetics and pronunciation are closely related, which is why throughout the history of language teaching they have been confused on many occasions. However, they are different subjects and it is essential to separate them, since teaching phonetics is not the same as teaching pronunciation.

### **Proposal**

With the application of motivational strategies such as: cooperative learning, the communicative approach and multiple intelligences that are focused on learning in pairs-groups, it is sought to favor a relationship of friendship, acceptance and



cooperation among students, as well as having a more active attitude of the student towards learning, emphasize the use of a more real communication and the most important thing that students develop their communication skills to the maximum.

### **Strategy 1. Adopt the competency education model**

A competence is the way in which a person mobilizes all his resources to solve a task in a given context, that is, "NOT BECAUSE OF KNOWING MUCH A PERSON IS MORE COMPETENT". They will be so to the extent that they are able to mobilize their knowledge, skills, aptitudes and attitudes to solve specific problems in specific contexts.

Competent is the person who uses all her resources for a defined and concrete task.

In the case at hand, it must be sought that the apprentice can communicate effectively and efficiently in the French language and in the English language; in real situations of everyday life and not only that you accumulate great knowledge of vocabulary and grammar without knowing how to use them in real life.

### **Strategy 2. Focus on the communicative method:**

In terms of language teaching, nowadays we opt more for a communicative approach in which the use of the language is developed through more meaningful and relevant tasks for the student.

Oral production is one of the two productive skills (oral production and written production) and one of the four linguistic skills (oral and written production, oral and written comprehension) that are worked on during the learning of a second language.

The communicative method: It is an approach in which it emphasizes helping students to use the language in a wide variety of contexts and gives importance to learning the functions of the language. Its main purpose is to help them create meaningful sentences (rather than to help them build perfectly correct grammatical structures or achieve perfect pronunciation).

This means that the learning of the foreign language is evaluated taking into account how the student develops their communicative competence, which could be defined as the ability of the student to use their knowledge and thus communicate adequately

Some characteristics of this effective method are as follows:

1. Emphasizes communication in the foreign language through interaction.
2. Introduce real texts into the learning situation.

3. Give importance to the personal experiences of the students as elements that contribute to the learning of the classroom.
4. Try to relate the language learned in the classroom with activities carried out outside of it, in real social contexts David Nunan (1996).

## CONCLUSIONS

The methods developed by French teachers that stimulate oral production are: the situational method, the communicative method, the group work method, and steps are being taken with a view to developing the constructivist method.

Students need more vocabulary, from all the senses, to understand, not only academic vocabulary for the classroom, but also the structures necessary to communicate in different areas, that is, different registers (formal, standard and familiar), and not only the standard French. Students need to master more expressions that allow them to develop themselves in a francophone medium such as making reservations, presenting a problem, issuing a criterion, or buying a plane ticket, to name a few examples.

Students need to do more exercises to compensate the pronunciation of French, especially to recognize and produce those phonemes that do not exist in Spanish such as / y /, / œ /, / ə /, / λ /, / ě / and the rest of the nasal vowels, etc.

les nasales, etc.

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