

The teaching facilitating in the acquisition of the student and knowledge in a second language

La enseñanza facilita la adquisición del alumno y conocimientos en una segunda lengua

Por: Claudia Patricia Cubillos Rodriguez

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Resumen

Aborda la importancia de una didáctica facilitadora en la adquisición del estudiante y el conocimiento en una segunda lengua. Se destaca la necesidad de herramientas y recursos que motiven al estudiante y despierten su interés hacia el desarrollo escolar y cultural. Se enfatiza en la importancia de que los maestros comprendan cómo los estudiantes aprenden en diversas instituciones y cómo sus propias experiencias y conocimientos influyen en su práctica pedagógica. Además, se resalta la necesidad de una enseñanza interactiva que tenga en cuenta las características individuales de los estudiantes y fomente un aprendizaje significativo. Se analiza la importancia de la motivación en el proceso de aprendizaje y se proponen algunas estrategias para estimularla, incluida la teoría de las múltiples inteligencias de Gardner. Se concluye que la didáctica debe adaptarse a las necesidades y estilos de aprendizaje de los estudiantes para facilitar su proceso de adquisición de una segunda lengua.

Palabras clave: Didáctica, motivación, enseñanza interactiva, aprendizaje significativo, múltiples inteligencias, adaptación pedagógica.

Summary

It addresses the importance of facilitative didactics in student acquisition and knowledge in a second language. The need for tools and resources that motivate students and awaken their interest in school and cultural development is highlighted. It emphasizes the importance of teachers understanding how students learn in different institutions and how their own experiences and knowledge influence their pedagogical practice. In addition, the need for interactive teaching that takes into account students' individual characteristics and promotes meaningful learning is highlighted. The importance of motivation in the learning process is analyzed, and some strategies are proposed to stimulate it, including Gardner's theory of multiple intelligences. It is concluded that didactics must adapt to the needs and learning styles of students to facilitate their process of acquiring a second language.

Keywords: Didactics, motivation, interactive teaching, meaningful learning, multiple intelligences, pedagogical adaptation.

The search for tools and resources that enable the participation of the student and awaken in him the motivation towards school and cultural development is presented today as a basic need in educational institutions. Understanding how teachers mediate in the knowledge of how students learn in different institutions is a necessary factor to better understand why students differ in what they learn, such as curriculum, academic penum, study plan, school approach and/or methodology, attitudes towards what is learned, and even the social distribution of what is learned.

It can be said that both the meanings acquired explicitly during their vocational training as well as the practical uses resulting from continuous experiences in the classroom (on student traits, methodological guidance, evaluation guidelines, etc.) configure the axes of the teacher's pedagogical practice.

Teaching is not just providing information but helping to learn, which is why it is considered that the teacher should have good knowledge of his students; what are his previous ideas, what they are able to learn at a given time, his learning style, the kinetics that encourage or discourage them, his working habits, the attitudes and values that they manifest in relation to the specific study of each subject, etc. The classroom cannot be a one-way, but interactive situation in which the management of the relationship with the student and the students among themselves

forms part of the quality of the teaching itself. (Ausubel, 2001).

It should be noted that it is not possible to provide the same type of assistance or to intervene in a homogeneous manner with all students, since one teacher's intervention can serve as adjusted help in some cases and in others not. This is why some authors, such as Onrubia (1993), propose as the central axis of the teacher's task a diversified and plastic performance, which is accompanied by a constant reflection of and about what happens in the classroom, while supported by careful planning of teaching.

It can be said that the central role of the teacher is to guide the constructive mental activity of his students, to whom he will provide pedagogical assistance tailored to their competence. The role of teacher is not, in this case, that of an operary or a technician who applies without further plans, programs, or methodologies thought out by others but becomes a reflective professional who rescues his intellectual autonomy. Faced with this problem, the educational professional must take as a starting point the teacher's spontaneous didactic thinking in the practice of teaching itself. However, it is necessary to point out that this process is fruitful to the extent that it is collective, that is, involves working teams of teachers and psychopedagogy advisers, seminars or workshops on teaching and learning strategies (didactics), etc., that assume this task as a

cooperative work of innovation, research, and lifelong training.

Thus, the quality of learning depends to a large extent on the teacher's ability to adapt his or her demonstration and description to the student's needs. To achieve this, it is necessary to motivate the student in a convenient way and to offer relevant educational experiences, establishing a reciprocal, dynamic, and self-regulating teaching relationship. For meaningful learning through didactics, it is always necessary to take into account the motivation of both the teacher and the student. This term motivation derives from the Latin verb *movere*, which means "moving, "move," or "being ready for action". According to Woolfolk (1990), "motivation is usually defined as something that energizes and directs behavior." Thus, a motive is an element of consciousness that enters into the determination of a willful act; it is what induces a person to carry out an action. It can be said, therefore, that at the pedagogical level, motivation means providing motivation, that is, stimulating the will to learn.

The role of the teacher in the field of motivation will focus on inducing motivation in his students with regard to their learning and behavior to apply them voluntarily to class work, giving meaning to school tasks and, in such a way, that the students develop a genuine taste for the activity, in this case the learning of a second language, and understand its



personal and social utility. School motivation is not a particular teaching technique or method, but a cognitive-affective factor present in every learning act. It can be said that there are purposes through the management of school motivation; one of them is to arouse interest in the student and direct his or her attention, stimulate the desire to learn that leads to effort, and direct these interests and efforts towards the achievement of appropriate ends and the realization of defined ends. This role of motivation in achieving meaningful learning is related to the need to induce in the student the necessary interest and effort, and it is the task of the teacher to provide the relevant direction and guidance in each situation. Motivation is a decisive factor in the learning process and there can be no direction of learning on the part of the teacher if the student is not motivated or if he is not willing to waste efforts. You can say, in a general way, that there is no learning without effort. There is no teaching method or technique that examines the student's efforts. Hence the need to motivate school activities so that there is voluntary effort on the part of those who learn.

Motivation aims to establish a relationship between what the teacher wants the student to do and the interests of the student. The failure of many teachers lies in the fact that they do not motivate their classes, thus leaving teachers and students without communication; that is, the teacher wants to direct the learning and the students do

not want to learn. A student is motivated when he feels the need to learn what is being dealt with. This need leads him to apply himself, to strive and to persevere in the work until he feels satisfied. Otherwise, the teacher will end up giving his class, but alone. That is why it must be the teacher's constant concern to motivate his classes. Motivation is what gives life, spontaneity and reason to be your lessons. It is common to find teachers who enter their classroom and, automatically, start work in a mechanical form. To better understand motivation, it is necessary to clarify that it is an internal condition, a mixture of impulses, purposes, needs, and interests that drive the individual to act.

The motivation of the teacher is often artificial and does not meet the intended objectives. This occurs when it does not address any needs of the student and does not have sufficient relation to his or her psychological reality. The failure of motivation occurs when the stimuli used for it do not find resonance in the educator. This resonance is achieved if the stimuli with which motivation is sought are articulated with the interests of the educator.

It is the didactic that sets out how the school should proceed so that these students learn more efficiently and in a more integrated way. Therefore, didactics is not, as many claim, a mere repository of rules. Didactics is the secure orientation of learning,

accompanied by understanding, security and encouragement. Without didactics, as we have pointed out, teaching becomes difficult, if not counterproductive. It is the didactics that should help the teacher in his teaching action as well as the student in his learning process. The teacher needs to know how to carry out his didactic approach, what, why, to whom, and how to teach.

What to teach is related to the course and level of it, as well as to the content that must be dealt with. Priority should be given to content that has functional value, that is more linked to the problems of the day and that is functional, and that has, at the same time, greater social value. The selection work cannot leave aside the needs and stages of the educator's development.

Why teaching is related to the objectives of education and school, and also to those of the subject matter that should be taught. It is clear that discipline is the means for achieving the objectives proposed by a particular teacher. This is also why the different disciplines are included in a curriculum.

To whom to teach refers to the type of students to whom teaching is directed. Better yet, it refers to the peculiarities and possibilities of pupils, this fundamental aspect of the didactic approach, since all school work must revolve around this topic. In other words, the approach has a chance of success when it is carried out without forgetting who it is intended for.

How to teach this point is related to the teaching resources that the teacher must use to achieve the objectives proposed through the learning of his students. It includes teaching techniques and all other auxiliary resources, which are merely means by which the teacher is used to stimulate the learning of the educator.

Where to teach refers to the medium in which the teaching action will be carried out, both in the physical environment and in the socio-cultural environment.

The teaching action of the teacher must put into play all these aspects so that his efforts are objectively meaningful and respond to the needs of the educator, leading him to work within his or her possibilities so that, in this way, the results of learning are satisfactory. All didactic approaches are oriented towards teaching. This, for its part, is nothing more than the direction of learning. Consequently, all approaches are oriented towards learning. It can be said that the didactic approach represents the reflective work of the teacher in terms of his or her action and that of his or her students in order to make teaching more efficient. We can find within the objectives of the didactic approach to increase the efficiency of teaching, ensure the good control of education, avoid improvisations that confuse the education, provide sequence and progressivity to the school work, propose school tasks appropriate to the available time, propose

school tasks suitable to the possibilities of the students, enable the coordination of the disciplines among themselves in order to have an integrated education, allow the concentration of didactical resources in the timetable and use them properly and enable corrections in the approach itself in a way to make it as suitable as possible to the educational reality, among others. The approach is a prediction of what needs to be done; it can cover the school plan, disciplines, extracurricular activities, educational guidance and pedagogical guidance. All school work must be planned to avoid improvisation, which undermines the level of school efficiency. The execution, which is carried out through the classes and other teaching and learning activities, is the materialization of the approach. The word class is taken here in a broad sense, as a unit of time in which a meaningful whole is carried out, including students working under the guidance of the teacher.

It highlights here, as an important task of implementation, the orientation to which incentives could be added. Guidance and incentives are two crucial aspects of implementation. Without guidance and incentives, everything suggests that the results obtained by the implementation of the didactic approaches would be minimal.

Evaluation is the final part of the teacher's role. It should be clarified that verification must be included

throughout the execution process. It can be said that verification must be present in the course of implementation, with the purpose of checking the progress of learning and reorientation for cases of school failure, in order to avoid the accumulation of deficiencies that are, almost always, fatal to the successful progress of studies.

In short, it can be said that these three didactic moments are present in the different work of the teacher: the approach, execution and evaluation.

The teaching material is, in teaching, the link between words and reality. Ideally, all learning should take place in a real-life situation. If this is not possible, the teaching material must replace reality, representing it in the best possible way so as to facilitate its objectivation by the student. The teaching material is a requirement of what is being studied through words in order to make it concrete and intuitive, and it plays a prominent role in the teaching of all subjects. The board, the tableau and the draft are indispensable and basic elements in any classroom, mainly in our schools, which are all reduced to the presence of a teacher in front of the students. No classroom should also be without maps, engravings, graphics, books, news from newspapers, magazines, projectors, etc.

Recognizing that not all second-language learners behave in the same way when dealing with the



learning process and not all learn in the same manner, Gardner proposes the theory of multiple intelligences, where teachers are suggested to involve in their class plans a wide variety of exercises using the eight multiple intelligences of knowledge: **Linguistic intelligence** refers to the mental ability to effectively use language as a vehicle of expression and communication. Activities such as stories, anecdotes, records, poems, etc. **Mathematical logic intelligence** refers to the mental ability to think logically, solve problems and establish relationships. These activities can include solving letter soups, crosswords, etc. **Spatial intelligence** refers to the mental ability to decorate, paint, draw, color, and graphically represent your ideas of space. **Musical intelligence** refers to the mental ability to appreciate a musical variety and to use music as a vehicle of expression. **Body Kinesthetic Intelligence** refers to the mental capacity for abilities with the movement of the body and hands. **Interpersonal intelligence** refers to the mental ability to relate to, understand and help others. **Intrapersonal intelligence** refers to the mental ability to develop himself alone, wanting to be autonomous in jobs and responding to his own personal demands. And **Naturalist intelligence** refers to the mental ability to observe and interpret the environment around you. With this in mind, various activities and classwork are proposed to respond to these multiple intelligences, allowing the student to explore

and develop their skills as the second language is learned in a meaningful way. In this way, the child will explore the use of all and not the abuse of one, which tends to boredom and demotivation in their learning. Seeking this organization of activities in the classroom with a range of strategies that enable the motivation and participation of each of the students in the process of learning a language; similarly, evaluate it in its performance, taking into account its level and aptitude in a procedural manner.

It is important to remember that the material requires the teacher to motivate and give it life. The purpose of the teaching material is to bring the student closer to the reality that is being taught, offering a more accurate notion of the facts or phenomena studied, motivating the class, facilitating the perception and understanding of facts and concepts, concretizing and illustrating what is being explained verbally, saving efforts to lead the students to the understanding of fact and concept, contributing to the fixation of learning through the most vivid and suggestive impression that the material can provoke, giving opportunity for the manifestation of aptitudes and the development of specific skills, such as the handling of devices or the construction of the same by the students, awakening and retention of attention, assisting in the formation of the image and its retention, promoting the teaching based on observation and experimentation, facilitating the suggestive and active

apprehension of a subject or fact in study, helping in the forming of concrete images, since everyone can perceive the oral or written information according to their ability to discriminate, discernment and previous experiences, helping to better understand the relationships between the parts and the whole in a subject, object or phenomenon, helping at the development of accurate concepts, mainly with regard to topics of difficult direct observation, making teaching more active and concrete, as well as closer to reality, giving an opportunity for the best analysis and interpretation of the subject in study to strengthen the critical spirit, facilitate the communication of the school with the community and better knowledge of its reality, fostering the learning and retaining of it, among other aspects. In this sense, the Greek theory of the *téchne* or current didactics suggests that in order to achieve effective learning in a specific field of knowledge, as is the case with a L2 (second language), the educational process must be as less traumatic as possible for the student.

This involves facilitating the learning process through the use of tools and resources designed to promote a meaningful understanding of the content. And that first link, according to Chomsky, is oral language, constantly linked to symbolic reality. The process of enlightenment and relationship is intertwined with the object, the word, the symbol, and the real language. Although this is not an

easy path, it is not impossible either.
It is about linking the learning of a
language to its culture.

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