Abstract

In foreign languages teaching-learning, the necessity, generally admitted nowadays, to give to orality the same importance as writing is not due to socio-economical or sociocultural causes as it is usually believed, but is founded on the primacy and priority of phonic manifestations in audio-phonatory performance i.e., in speech; it is determined by languages own nature which is phonic and thus sends back to linguistic epistemology. The languages teacher and obviously the French teacher should therefore base himself / herself on that axiom to determine the didactic techniques and strategies he will apply as well as to adopt variables and parameters which are going to allow to characterize not only phonic matter resulting from the process of speech perception and production, but that same process, in which pedagogic performance can and must operate. In other words, the teacher should take into account the unavoidable presence of the communicating being. In that perspective, traditional approaches articulatory and/or acoustic and/or phonological are not operative as they apply uniquely physics logic and are unable to do that characterization. The verbo-tonal methodology permits to overcome the reductive and biased nature of those approaches as it follows living logic, instead of physics logic: thus, the variables and parameters it adopts allow to determine the errors system (realized or latent errors) without demanding nor presupposing predetermined phonatory performances; on the contrary, they intend to help the learner to achieve acceptable results by using his/her own aptitudes and personal faculties (which, on the other hand, can not be known beforehand). The verbo-tonal methodology can contribute efficaciously to the training of the plurilingual European citizen by twarting certain approaches primarily based on the identity function of languages.

Keywords

language teaching,
orality,
phonetics,
verbo-tonal method,
French language,
errors system.