



“The Interactive Methods of Teaching a Foreign Language”

Chiriac Argentina, Lopatiuc Alina, Trebeș Tatiana, Busuioc Aliona

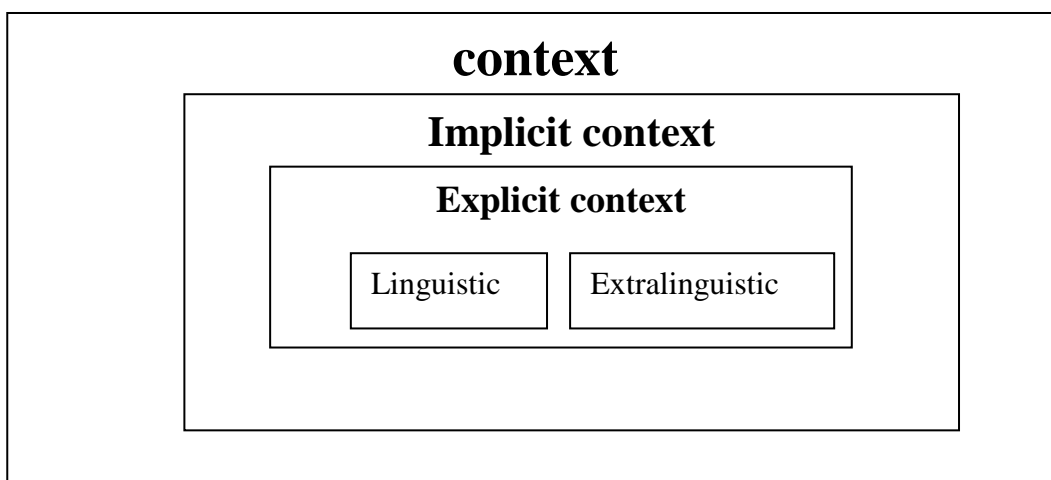
^{1, 2, 3, 4}The State University of Medicine and Pharmacy „Nicolae Testemitanu” (Republic of Moldova)
¹argentina.chiriac@usmf.md, ²alina.lopatiuc@gmail.com, ³tatiana.trebes@usmf.md,
⁴aliona.busuioc@usmf.md

Abstract

The using of interactive methods in teaching and learning a foreign language by non-native speakers in university education became an imperative of the 21th century. This fact make the students to be attendees at their own training and education, it put spirit in learning and own developing and favor the exchanges of ideas, experiences and knowledges assuring the active involving in lessons promoting the interaction and the learning become active with evident results. Therefore influence the value and the personality of students. For an efficient using of various methods and proceeds in didactic practice it is necessary to have theoretical knowledges, an experience of using these methods and the appropriate integration in the teaching project in correlation with traditional methods. The interactive way of teaching transforms the student into an actor, an active participant to the lesson with an optimal way of thinking and mobilize them in accordance with learning tasks. The students are identified with the situation of learning in which they are involved, taking an active part in own transformation and general forms of knowing.

The process of teaching is the expression of interaction and collaboration between sender person (the teacher) and the receiver person (the student). The aim of teaching in general, referring to activities of teacher to transmit the knowledge in an interactive, interesting and fun way to organize the information so that to be easily understood and remembered, to coordinate student activities for encouraging the learning and to provide an appropriate framework to develop of communicative skills and training human personality and purpose of teaching / learning a foreign language is " to charge the student with a set of knowledge and skills of using them in communication. " [4, p.17]In this regard, the objective that students must achieve is to acquaint as many words as facilitate them to express / communicate in a foreign language they are studying.

To communicate effectively in a foreign language, we need to forecast social - psychological communicative situations, which may appear in communication. One of the main conditions of the communication process is knowledge of what constitutes linguistic aspect of communication. But at the same time, other non-linguistic factors take part in communication. These factors often predict and predetermine the communication process. One of these factors is the situation. It is well known that there is no communication outside of a situation, and interlocutors need to know how to use properly the words appropriate to the situation, how to formulate certain statements depending on social context and according to the intention he wants to express.



The social context and expression of the speaker's intentions requires the formation of



two types of competence: perilinguistic and linguistic skills and competencies. The prefix **peri** is the significance of around, which means that the perilinguistic component includes two important subcomponents in the study of the relationships between language and society: subcomponent of civilization and stylistic subcomponent (realizing on the register of language).

Linguistic competence doubled by linguistic competence help to develop communicative competence, so the student is able to form clear sentences not only grammatically but also to include it in adequate situational context. Knowing an element of civilization, the students learned to recognize the fact of language and to be integrated more easily into society and in the linguistic community.

In the process of learning of a foreign language, the development of communicative competence is achieved through teaching methods, both traditional and the modern ones involve the use of audiovisual media and self – help education at the computer that requires the familiarity with civilization and stylistic subcomponents.

Translated from the Greek word means way. So the method is the gateway to knowledge, the way to obtain previously determined objectives and makes learning to become effective, boost the development of the learner as a result of didactic action.

The trend of innovation in education has always been a distinctive feature of didactics; this being very noticeable now that information is emerging that involves a diversification of teaching media. The use of technical resources in the teaching part of the scheduled training. Integrating ICT in teaching activity and performing various types of lexical exercises stimulates independence of thought, freedom of speech of students, encouraging memorization of vocabulary and achieving of speeches on various topics, helping to boost the development of multiple cognitive potential of students and to develop thinking skills at high level. The use of media technologies makes the learning a foreign language not be a process of memorizing mechanical information, transforming the teaching activities in a learning process focused on the learner, making teaching material to be presented in a interesting and fun way.

Given that the volume of information they retain depends on "sensory channels we use, i.e. 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear at the same time, 80% of what we say 90% of what we say and do "[6, p. 9], thereby advantages of using images and video media within the classes of Romanian language as a foreign language. Being "a complex of cognitive activity that is developing with increasing child at different stages of learning.[7, p. 7] Viewing pictures and watching video documents, ensures the improving teaching, causing him to become an active one.

As a learning tool for teaching viewing images and watching video documents match the levels of capacity development specified in Bloom's Taxonomy.



The stimulation of the memory, comprehension, application, analysis, evaluation and creation, using images and video media has the following advantages:

- Capture the attention of students, stimulate the interest in taught knowledge and eliminating the risk of boredom and distraction caused by routine;
- Contribute to the development of logical thinking and creativity;
- Facilitates the enriching of their vocabulary and its use in specific contexts;
- Give an example of authentic language;
- Improve memory;
- Develop ability to understand and the describe of a situation, a subject;



- Develop critical thinking and systemic thinking;
- Generates and encourages discussions, providing opportunities for training communicative skills;

Besides the several advantages mentioned above, audio-visuals resources are also the advantage of being a source of information in terms of culture and geographical location of the country, aiming to improve the skills of listening and speaking, representing an ideal combination of word and action, which helps students more easily to pin down the spirit of language they are studying. The images projected on the screen thinking lead to the discovery of the contents of transmitted information to meanings of words and grammatical forms, submission of information is accompanied by word and image simultaneously. The afferent exercises of these courses are built by linking video with voiced text. This helps students to understand the logic of native speakers of the language, depending on the situation and extra linguistic context, thereby imitating the integral speech of exponents of the studied language, pinning up the rhythm, the intonation, the expressivity of the paralinguistic components, which later will be used in real communication. [8, p.21]

The projection of a lesson with the use of audio involves careful preparation of the teacher, which implies:

Selecting and the video before submitting it to the lesson;

Scoring pursued goals

Preparation of materials and the questions for discussion related to the roles of characters, from cultural differences, the situational interference (people, time, place, topic);

Establish the steps of work

There are two ways of watching ordinary and silent viewing. So silent watching and the ordinary one is achieved through three steps: predicting (the discussion about the projected video writing and explanation of new words, explanation of theme of grammar), watching (for identifying the content, the context of information the facts of language) and post watching.

The watching is repeated 3 times: once for global understanding, once to ask questions and to elucidate blurring and once for consolidation of materials.

Step 3 it is the discussion of the subject.

Computer Assisted Instruction (CAI) is another effective strategy and a tempting alternative to the blackboard and chalk. Having a large memory and a considerable speed of processing information and the layout on the monitor of computers provide enormous opportunities for varying the information presented: text, charts, graphs, tables, images, audio and video.

The computer is the only technical means that can operate as a matter of dialogue with the student. Studying on computer the students are relaxed, they do not feel guided or corrected and appreciated by teachers and classmates. It creates an atmosphere of trust: the computer can analyze errors without punishing the student, but leads to autocorrection and to an understanding of the mechanism, an understanding of mistakes.

Mirescu considers that there are three ways to use the computer in teaching / learning of a foreign language:

1. as a foreign language teacher,
2. as a stimulus for conversation,
3. as a way for developing cognitive skills

Computer Assisted Training is an interactive one. It was mentioned that there are two forms of interaction: one between student and computer and another between two or more students studying on the computer. The first form of interaction occurs through direct dialogue between student and computer. Depending on the instructional program installed on the computer, this answers directly to the learner. The feedback is immediate.

The utility of this learning method is accompanied by a number of advantages, including:

- Provides enormous opportunities for independent work;
- Respect the student's individuality, offering them the opportunity to choose the correct answer
- Provides a variety of activities with a high potential for learning;
- Facilitates learning common expressions;
- Give a great saving of time and opportunity to memorize more easily the material.

The modern methods involve varying learning activities, preventing the induction of negative generated by affective state following the learning process matching the order of items so as to avoid "plugging proactive consists of the fact that a material previously learned exercises an unfavorable influence on remembering later learned material. [2. p. 143]



References

- [1] Chomsky N., Reflections on language. New York: Random House, 1975, 513 p.
- [2] Lowe H., Introducere în psihologia învățării la adulți, București, 1978.
- [3] Mirescu S., Computer Assisted Instructions in Language Teaching in Forum, vol. 35, nr.1, 199p.
- [4] Moldovan Victoria, Pop Liana, Uricaru Lucia, Nivelul Prag în predarea limbii române ca limba străină, Strasbourg, 2001;
- [5] Roulet E., Etudes de linguistique appliquée, 1976, no.21, Paris: Didier, 1976, 86 p.
- [6] http://www.upm.ro/facultati_departamente/depPregatirePersonal/docs/carti/psihologia_varstelor2_a_lbu.pdf
- [7] <https://www.dcmp.org/caai/nadh176.pdf>, James M. Marshall p. 7 Learning with technology, evidence that technology can and does support learning, 2002;
- [8] Логинова В.Г. О лингвистическом потенциале аудиовизуальных источников информации. - Москва, 1989.