TECHNOLOGY IN CLASSROOM: TEACHING ROMANIAN LANGUAGE, LITERATURE AND CULTURE

TECHNOLOGIE DANS LA CLASSE: ENSEIGNEMENT DE LA LANGUE ROUMANIE, LITTÉRATURE ET CULTURE

TEHNOLOGIE ÎN SALA DE CLASĂ: PREDAREA LIMBII, LITERATURII ŞI CULTURII ROMÂNE

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Abstract

The present paper provides best research results and examples on using technology to improve student achievement in learning Romanian as a foreign language, Romanian literature and culture at Faculty of Philosophy in Novi Sad. Researchers have been conducted during the period 2012-2015 with students of various study groups at the Faculty of Philosophy.

Résumé

Le présent article propose les meilleurs résultats de recherche et les exemples sur l'utilisation la technologie pour améliorer le rendement des élèves à apprendre le roumain comme langue étrangère, à la Faculté de Philosophie de Novi Sad. Les chercheurs ont été conduites au cours de la période 2012-2015 avec des étudiants de différents groupes d'études à la Faculté de Philosophie.

Rezumat

Lucrarea oferă un sumar al rezultatelor cercetării privind utilizarea tehnologiei în învăţarea limbii române ca limbă străină la Facultatea de Filosofie din Novi Sad. Testarea a fost efectuată pe un eşantion de treizeci de studenţi, în perioada 2012-2015, grupul ţintă fiind nivelul A1, A2, B1, B2.

Key-words: *Romanian as a foreign language, Romanian literature and culture, Faculty of Philosophy in Novi Sad*

Mots-clés: *la langue roumain comme la langue étrangère, la littérature et la culture roumaine, Faculté de Philosophie à Novi Sad*

Cuvinte cheie: *Limba română ca limbă străină, literature şi cultura română, Facultatea de Filosofie din Novi Sad*

1. LITERATURE VIEWPOINTS

In the age of electronic publishing, many of us have become accustomed to immediate access from anywhere, via computer networks, to authoritative, scholarly resources. For most of us, our institutions provide this access, it costs us nothing, and we seldom need to think about availability (CARY 2009:808).

The computer and the Internet have become indispensable to the lives of educated people. As a result, ways of obtaining information have greatly changed. The readership of the printed media appears to have been gradually decreasing, something that may also happen with dictionaries. It has for example been noted that three mediums for dictionaries – paper, electronic gadgets, and the Internet – are now about equally popular with students. Gone therefore are the days when paper dictionaries dominated the reference world (Li 2005:16).

Technology in classroom implies the effective use of technological tools in learning. Educational technology also called e-learning is very important in every part in educational, modern today's life. Students are increasingly using modern technology, not only for learning but also in social, everyday life.

The introduction of new communication technologies, in the field of learning, is in the process of passing through two stages. The first one is what might be through of as the electronic classroom. The physical environment in which teaching and learning occurs is being replaced with an electronic. The second one is using technology in new ways, to advance beyond what was possible in the classroom (DOWNES 2004).

Involvement of new technologies for elder professors often is very complex. This method sometimes required to adapt the program to online learning, extra education in new area and always "to be in step with students". This kind of learning and adopting new knowledge is "Evolution not Revolution"[1].

It will be important, as new technologies and new means of learning are implemented, to be acutely aware of the social impact of learning as well as the commercial impact, and to ensure that standards of quality, both in terms of content and accessibility, are met. Though the commercialization of learning is inevitable (it is already well in progress, with product-specific certification examples, in-store cooking classes, and private schools and colleges) it will be necessary to ensure that the interests of society as a whole inform every person's education, even those who may otherwise 'opt out' of the public system (DOWNES 2004).

Important fact in all kinds of learning is motivation. I consider that using of technology in learning, is related with the willingness of professors to make classes more interactive. When professor is motivated to improve classes, then students will have more choice and information, and thereby can gain more useful knowledge.

In order for a language, literature or any other course to be considered successful, teachers must make an effort to identify the needs of their students and adapt the course to their needs and profiles. There are several questions teachers should ask themselves: why does one want or need to learn a foreign language and literature, what should they learn, how are they going to achieve their goal, and finally how to motivate students for better learning (JANJIĆ 2011: 358).

The perception of students in terms of professor's support for learning is not directly related to their success, but is associated with the desire to continue learning.

In recent years, there has been a great deal of research and pedagogical experimentation related to the uses of technology and foreign language education. The majority of this research has usefully described and examined the efficacy of in-class and directly classroom related uses of technology (THORN et al 2009: 803).

2. MODELS OF GOOD PRACTICE

Students at Faculty of Philosophy, at Department for Romanian Language and Literature, and all students who learn Romanian as a foreign language generally accept web technology rather than formal teaching tool.

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[1] The paper's subtitle „Using the technology of today, in the classroom today", by Eric Klopfer, Scot Osterweil, Jennifer Groff, Jason Haas, 2009.
Retrieved June 1, 2015 from http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf

2.1. Data collection & Researches

Exploring needs of students during the schools years 2012-2015, we realized that there is a need to change the ways of teaching Romanian as foreign language, Romanian literature and culture. During these years were conducted various researches where the opinions of students were in the first place. How their views are increasingly being appreciated and classes have been adapted to their needs and expectation, consequently the number of students increased.
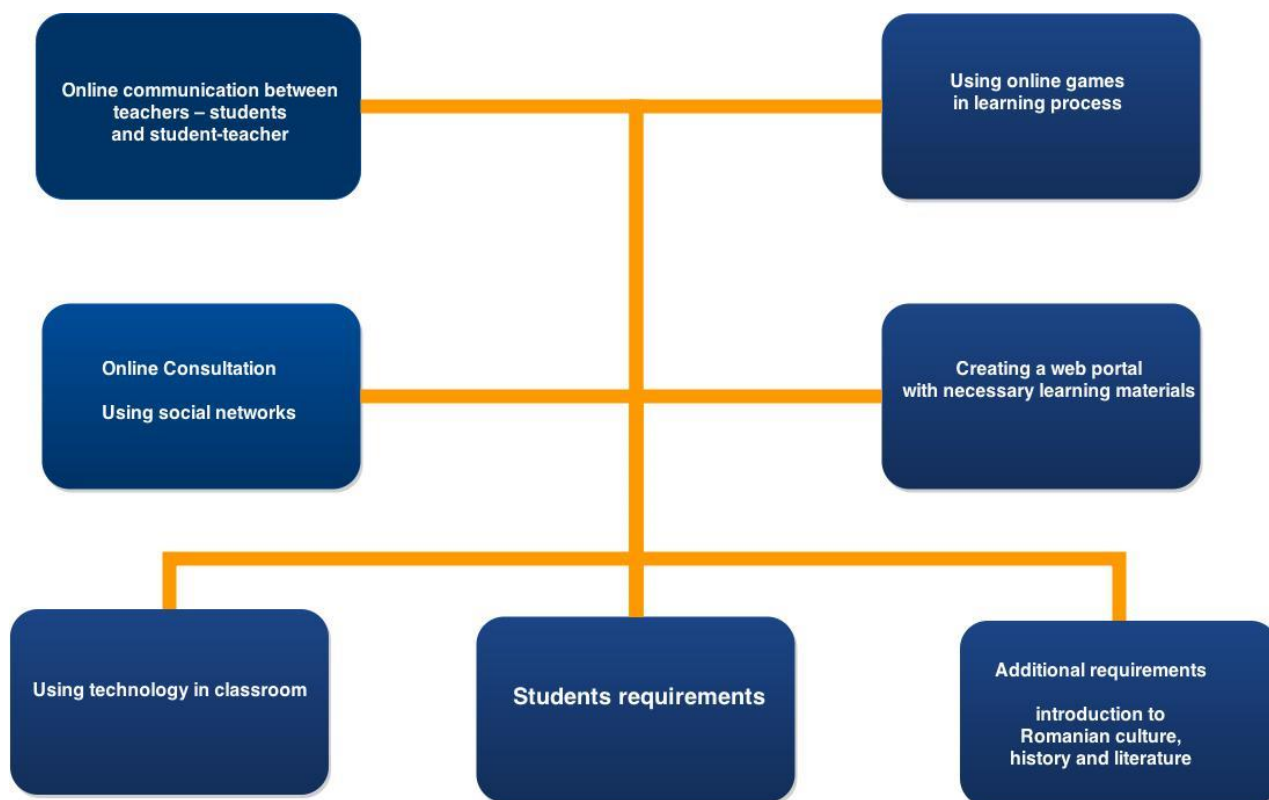

Figure 1. *Illustration of student's requirements*

2.1.1. Social network

The use of computers to assist learning also enables the formation of social contacts that would otherwise be impossible in learning. Students from widely dispersed groups are able to form online groups. And a student's contacts may extend to more than just classmates; a student at the Institut St-Joseph in Quebec City started a conversation with a circus performer he had reviewed in his blog. Such contacts are themselves not without risk, however, and the greater capacity for wider social contact must be attended with a greater awareness of the potential dangers of such contact (DOWNES 2004).

Social network are progressively more used by students for educational point, university life, contact among professor and student.

Data for this study (JANJIĆ et al. 2012) has been collected also at Faculty of Philosophy in Novi Sad, between October 2013 and January 2014. The reason for this study is to examine the way of communication between student and professor and vice versa. Due to this survey we recognized that students are very motivated when it comes to learning with new technologies. They used more often Facebook instead of Email to communicate with professors.

2.1.2. Power point

Language learning should lead to a comparative analysis at the level of cultural models between their own culture and the culture of the target language. So, its contributions to the formation of views in which we value every culture equally are the development of tolerance and tearing down prejudices and stereotypes. Cultural competence is a necessary condition for the socialization, since the pupil probably does not know and therefore does not respect the cultural models of the country whose language he learns (JANJIĆ 2011:360)

From beginning since now students use Power Point for any kind of information. More often they present additional material such as presentation about Romanian culture, history, literature. Almost 97 percentages of students are familiar with Power Point. Just 3 percentages showed knowledge in some extra web presentation tool (for example, Prezi). They use Power Point because they can put on flash drive or compact disc, add some visual aids and make attractive, emphasize important aspects pictures and good captions.

2.1.3. Web tools, application and games

For teacher who improves teaching by creating a web portal or page is very important to choose the right software. In these circumstances is important to consult a specialist for a software development or to use web portal with easier utilization (JANJIĆ et al. 2013:646). Depends on technological literacy, they used very often most popular Web 2.0 tools. The most used web tools are social network sites, blogs, wikis, web application (JANJIĆ et al. 2014:273-274). In recent years, the number of students who learn the Romanian language as a foreign language at the Faculty of Philosophy in Novi Sad has increased more than three times. In order to maintain the interest in the Romanian language, a long-term plan has been made. One of the options offered to those who are interested is online material, related not only to the language itself, but also to Romania as a country, its culture and tradition (JANJIĆ & SPARIOSU 2015:181). The survey provides a list of web portals, websites and applications for learning at home.

New studies show that students more and more looking for online libraries due to the lack of new modern books in Romanian language in Serbia (JANJIĆ & POPOVIĆ 2015), but also for advice about Android applications good for learning Romanian (JANJIĆ 2015).

Research about internet public library, has shown that the use of reading room and library at the Faculty by students is in decrease. They try to find relevant literature on the Internet. Two main reasons contribute to this: the first reason is that students rarely use the library because they cannot take books home with them (library has one copy of a book), and the second reason is that library does not have the necessary books. In order to encourage students to read and use professional literature as much as possible, professors tried to make a list of Web sites and databases. Students can access these databases and Web sites for free, at any time and from any computer and read books in Romanian language, about Romanian history, culture and literature. Depending on the specific library, a user may be able to access magazine articles, books, papers, images, sound files, and videos. Lists of Web sites are available to students on social networks, online consultations or in specially created groups on Facebook. The teachers are aware of the impact and opportunities that the Internet provides, and therefore studying Romanian language and literature in Serbia must be adapted to the requirements of students (JANJIĆ & POPOVIĆ 2015:467).

Learning with mobile in classroom is almost new in our environment. In Serbia, use of mobile phones in the process of teaching is not represented, we still use the old way of learning, because the introduction of any new technology requires a large amount of money. But, one is irrefutable, in recent years in our country; smart mobile phones have become more accessible.

Due to these reasons, the professors tried to make learning Romanian language interesting and accessible in the conditions that we have. More than 90% of students have smart phones so using of Android applications is easy and accessible. Professors collected all free applications on Android Market related to learning Romanian language. This research aims to provide information and the results of testing Android applications that help in learning Romanian as a foreign language

(JANJIĆ 2015).

2.1.4. Online translation dictionaries

Research has been conducted in 2003. The main objective was to examine online dictionaries ant to offer our results to the students. Bearing in mind the fact that many words do not have a unique translation and sometimes the alternate translations have very different meaning on the one hand, also that dictionary may lack some terms that are essential for a correct interpretation on the other hand, professors wanted to examine, using the Romanian-Serbian and the Serbian-Romanian Online Translation Dictionary, to what extent such dictionaries can be useful and to explore their performance and quality of translation. Therefore a corpus of 150 terms divided into three categories will be translated: main lexical fund terms used in everyday speech (total of 50), common terms in different fields (total of 50), and specific field terms (total of 50).

Terms from each category are translated from the Romanian into the Serbian language, also from the Serbian into the Romanian language; a success rate of translation and translation accuracy per each category is calculated and the research results are presented statistically (Spariosu et al. 2003:217). According to the research results, it could be concluded that the SROTD (The Serbian-Romanian Online Translation Dictionary) was more efficient in translation than the RSOTD (The Romanian- Serbian Online Translation Dictionary).

3. Conclusion

According to these results, it can be concluded that professors provide strategies and examples how to more successfully integrate e-learning (POPOVIĆ & JANJIĆ 2012) and technologies into classroom set of courses. Today's teachers must demonstrate willingness on continuous improvement. All studies have clearly demonstrated that students who study Romanian as a foreign, Romanian literature or culture of Romania are interested in doing it with the assistance of technology.

These studies are very valuable, despite the fact that show students opinion, make classes preparation easier.

Of course we should mention the bad side of technology at classroom. Students often cannot focus on single application, but at the same time they use Facebook, Instragram, Twitter, email and application for learning language. Because of this, their attention is dissipated. For this reason professor has to be very careful and take advantages of technology in the right direction,
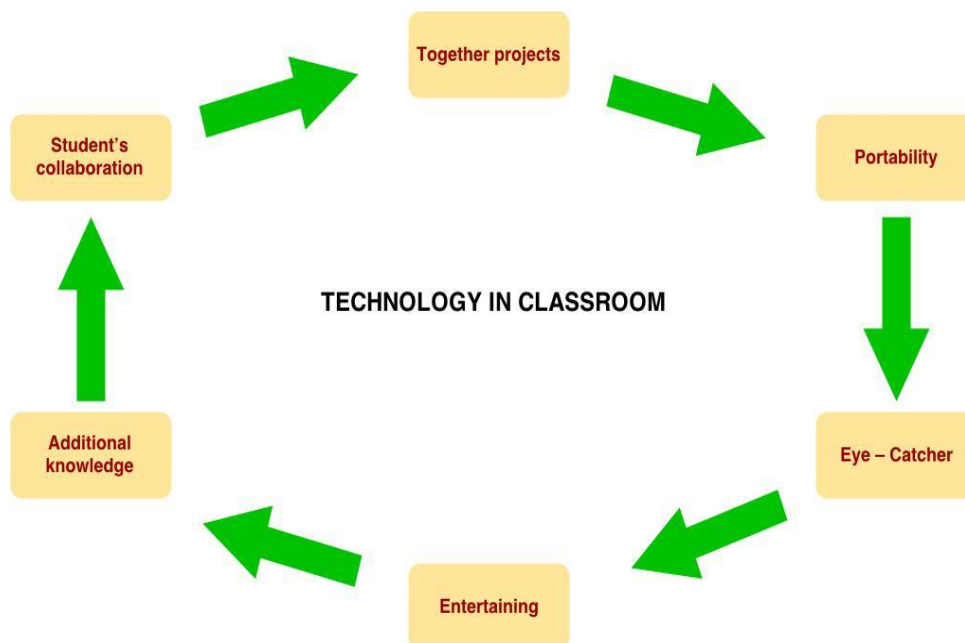
Figure 2. *Technology in classroom – achievements*

Acknowledgments

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