

THE USE OF AUDIO AND VISUAL MATERIALS IN THE PRIMARY ENGLISH TEACHING LANGUAGE CLASSROOM

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Rezumat

Acest articol se referă la importanța folosirii mijloacelor vizuale în timpul lecției. Modul în care acestea pot motiva elevii în realizarea sarcinilor propuse dezvoltă imaginația și facilitează înțelegerea.

Nowadays with the development of technologies everything is changing in our life. The same we can say about teaching and creating a lesson. It has come to the new level and has new possibilities to interest and motivate students in learning. Teaching-learning process follows the progress and uses all new opportunities to achieve the success in this field. One of the greatest possibilities of up to date technologies is the usage of visual aids and materials especially at the primary level. Without visual aids the lesson is like a bird which is trying to fly but it has only one wing that makes the task difficult but if we use it during the lesson we will give to our bird the second wing. Wing which will help to our students visualize everything.

Visuals (or pictures) are a great tool for seeing and understanding. Visual aids allow children the time they need to process what they are being asked to do. They do not disappear into thin air to be forgotten as spoken words or hand gestures do. Visual can also be sequenced to breakdown and learn a skill bit by bit. Visuals remain the same and allow for identical rehearsal and consistent memory pathways to be created. With this rehearsal and memory of sequenced activities comes learning and understanding and ultimately increased confidence and self esteem. Visual aids

should be used in conjunction with other forms of communication such as speech, signing and tactile experiences [1].

There are four basic reasons to include visual aids in our speech:

1. **to hold the audience** – by getting the audience involved visually as well as orally, we are more likely to keep their interest;

2. **to serve as a memory aid or learning device**—people learn in different ways, some people easily recall spoken information others written information;

3. **to replace our speaking notes** – this doesn't mean reading directly from our visual aid. However, a Power Point presentation or slide will have keywords that we can use to structure our extemporaneous speech;

4. **to help indicate transitions** – when we switch slides, for example, it reinforces the transitions between the two ideas indicated on the slide.

People remember more of what they are told if the experience is multi-sensory, rather than just listening to spoken words or reading printed words on screen. Visual aids have a physical presence, texture, feel, perhaps smell also, which can create powerful and imaginary visual aids brings a talk or presentation to life [2].

There are different types of visual aids that we can use during our lesson: whiteboards and interactive whiteboards, flip charts, over-head projector (OHP), slides, video, power point or other presentation software, handouts.

On preparing visual aids we have to remember following steps:

- start with at least a rough outline \ major points of the presentation before selecting the visual aid(s);

- your audio-visual should be directly relevant to our presentation topic;

- each element of an audio-visual must be simple and contain only one message. Keep visual aids BRIEF;

- ask the audience to read or listen, not both; visual aids should not provide reading material while you talk;
- account for production time in your planning and selection process. Never leave their preparation to the last minute;
- if you have handouts, don't let them become a distraction during the presentation;
- seek feedback on the clarity of your visual and do so early enough to allow yourself time to make needed adjustments.

We should only use visual aids if they are necessary to maintain interest and assist comprehension in your presentation. Do not use visual aids to demonstrate your technological competence—doing so may compromise the main point of your presentation – getting your messages across clearly and concisely.

Before we start, we have to ask ourselves: what is the purpose of the visual aid?

- To clarify a key point?
- To provide an illustrative example?
- To clarify or simplify a model?
- To summarize?
- To entertain?

And the main point is also that we have to be careful not to overuse visual aids .

So we have come to the conclusion that visual aids and materials are invaluable sources in teaching – learning process helping to develop students imagination, will power interest and motivating them to learn more in this way students understand the material under study much better.

Bibliography

- 1) www.visualaidsforlearning.com
- 2) www.businessballs.com
- 3) <http://www.skillsyouneed.com/present/visual-aids.html>

4) <http://www.speaking.pitt.edu/student/public-speaking/visualaids.html>

MATRICEA ȘI DIMENSIUNILE COMPETENȚEI LECTORALE

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Rezumat

While research (PISA) on promoting reading among young people in Europe, targeting more accurate extraction of information from text, researches social reading emphasizes the increasingly powerful manifestations active and constructive achievements readers. Jurisdiction lecturers also includes capabilities motivational-emotional and communicative-interactive.

La orele de limbă germană de specialitate studenții deseori întâlnesc dificultăți comprehensive în timpul lecturii. Din multitudinea de variante de sens, ei trebuie să selecteze varianta cea mai plauzibilă, în dependență de context. Aceasta înseamnă că procesul comprehensiunii depinde:

- de intelect;
- de complexitatea textului ;
- de competență lectorală.

Conform studiului internațional PISA [5, p. 23], competența lectorală cuprinde următoarele 5 dimensiuni:

- de a dezvolta înțelegerea globală a textului;
- de a transmite informații;
- de a interpreta textul în baza cunoștințelor acumulate;
- de a reflecta asupra conținutului unui text;
- de a reflecta asupra formei unui text.

Dimensiunile menționate au fost reduse ulterior la 3 dimensiuni de bază, care au fundamentat componentele matricei competenței lectorale:

- transmiterea de informații;
- interpretarea;