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Methods and means of communication in vocabulary teaching

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Abstract. Whatever the technique used to present a new word, it is important to note that teaching vocabulary is a long and complex process that requires attention, time, training, creativity from the teacher. With emphasis on language, communication and culture in national standards for learning modern languages, teachers are continually searching for better ways to access authentic materials and provide experiences that will better develop students' skills in foreign language communication. This study presents some information technologies as the internet as well as any other offline and online communication methods, various eLearning programs created or other various possibilities that the computer gives us and which we can use as a means of playing some information (messenger, Skype, MS Office, Apple products, tables, video and audio, etc.)

1. Introduction

To know a word in a foreign language means not only to know the meaning, possibly the translation, but to know the pronunciation, the spelling, the connotations, the register in which it can be used, the structure, the expressions in which it can be used, the prefixes and the suffixes, the variety of meanings it may have, its synonyms, and its antonyms, and also to be able to use it appropriately in concrete communication situations.

If a student is simply presented with a new word out of an appropriate context, written on the board and given the translation, the probability that he will forget it in the near future is quite large. It is important for the student to interact with a new word, to do something concrete with that word (to look for them in the dictionary, to make a sentence, to play a game like hangman, to create a context in which it can be used). The way a word is presented to him has to have an affective resonance, to awaken his interest, to motivate him to hold him, to amuse him, etc.[1]

2. Techniques that can be used in teaching the vocabulary:

- The use of concrete objects (fruits, vegetables, personal hygiene items, etc.)
- Using pictures (for objects that cannot be transported in the classroom)
- Mima (especially for actions)
- Translation (is the easiest way to present a more effective word in terms of time, but rarely motivates students to get involved in discovering a new word)
- Explaining the meaning of a new word using English (harder to use with beginners)
- Use of the dictionary (students are asked to search for themselves the meaning of a word in the dictionary)
- Description (a word can be "guessed" by students if the teacher describes its main features)
- Definitions ("a dog is an animal with four legs etc.", "a dog is a four-legged animal, etc.")
- Synonyms, antonyms good-bad, big-small
- Expressions ("to paint the city in red" - to be very happy)

Technology is probably the best way to create a learning environment. ICT can support teachers in making language learning fast, easier, more attractive and more exciting.

Computer resources are part of our culture, our everyday life (at home or at work). Although united in a planetary network, there is a concern about the risk of social isolation of those who spend many hours in front of the computer. Yet the Internet must be seen as any other means of communication like other modern means of communication.

When talking about new information technologies, we refer to the internet as well as any other offline and online communication methods, to various eLearning programs created or to various possibilities that our computer gives us and which we can use as a means of playing some information (messenger, Skype, MS Office, Apple products, tables, video and audio, etc.)

The use of the Internet in education, along with other auxiliary tools, fosters real-time access to information, internal and international exchanges and offers new learning opportunities. Different categories of people (students, teachers, IT specialists) each have a well-defined role.

3. Didactic applications of the Internet

These could be classified into several types of teaching - learning activities.

- Interpersonal communication, done by electronic mail (email) and direct communication (chat). It brings together those pedagogical applications that foster interpersonal exchanges among young people and leads them to know and respect the cultural, political, linguistic, and cultural differences in the outermost regions. It is possible to organize meetings with personalities, or to form virtual classes, where students will have the opportunity to check their communication skills in a foreign language.

- Teachers will teach young people friendly and official mailing techniques specific to the studied foreign language, which will lead to improved written expression, the use of pertinent and correct information, and the structuring of ideas. Also, electronic mail can be considered for writing.

4.Collection of authentic texts in foreign languages on the Internet

Depending on the specificity of the lesson, the teacher will clearly define a topic that attracts students' interest and exposes several types of documents (PDFs, press articles, essays, etc.). Students (individually or in groups) will have the task of collecting documents, analyzing and interpreting the collected documents, requesting the opinion of some specialists in the field, and writing a paper (summary, synthesis, commentary, etc.) in the foreign language by following some specific steps:

- Documentary research, validation and use of foreign language resources to produce a bibliography on a given topic, following the rules of electronic document quoting.
- Publishing documents in foreign languages on the Internet implies not only a good knowledge of the computer, of the programs specific to such an activity, but also a good knowledge of a foreign language. It may be worthwhile to draw up a personal page in which the student presents himself, to describe his achievements in the intellectual and professional sphere, the areas of interest, the projects. The role of the teacher is to teach the student the techniques of structuring, writing and presenting in a foreign language. Students will be able to improve their knowledge of foreign language (respecting the journalistic style specific to a specialized journal, convincing presentation of information, etc.) by writing an article.
- Self - instruction by connecting to specialized websites in virtual manuals or language test tests.

Some of the advantages of using new training technologies are actuality (quality, authentic and topical materials), flexibility, autonomy of students (they have the opportunity to organize their own learning processes themselves), differentiated approach, facilitating a type of contextual learning .[2]

Technical aspects: Complexity is positively marked. Multimedia language programs integrate images, video sequences, graphics, animations, audio recordings, and more, which normally appear isolated in other learning environments. Combining audio-visual elements with texts makes it easy to switch from one type of exercise to another, without having to change the learning method. Also interactive is often encountered in these learning methods as well as attractiveness.

Through coloring, animation, special effects, multimedia programs are attractive and motivating. Also, visual and sound elements, movie fragments, animated characters add appeal to multimedia programs and webpages.

Technology is increasingly used in language learning processes either as a complement to training or as the only means of learning. Although access to technology may present difficulties in accessing adult and practitioner education programs, they can be overcome.

Online platforms have progressed considerably in recent years. They continue to offer more and more useful, affordable applications and language learning tools. Teachers using these technologies must continue to offer opportunities for learning and for the promotion and development of foreign languages.

However, it is recognized that further research on the impact of the use of technology is needed; given the rapid pace of software innovations and Internet access, long-term research studies are needed to understand more about the role and impact of using technology in English language learning with adults.

If traditionally, teaching English emphasized the thorough study of grammar rules, to the detriment of vocabulary, with the increasingly frequent use of communication-based methods, vocabulary learning has regained its well-deserved place. [3]

An eVoc system is an electronic or innovation based methodology that instructors can use to build up understudies' vocabulary learning and enthusiasm for words. We utilize the term eVoc both to feature that the methodologies depend on advanced devices and assets and to recommend the summoning of learning potential that is conceivable when innovation and media are a piece of the instructional blend.

In spite of the fact that the inescapability of ICTs in all parts of 21st-century life is very clear and all around acknowledged, it is less clear how teachers may effectively incorporate innovation into proficiency direction and particularly vocabulary guideline. Enhancing understudies' vocabulary is a territory of earnest need on the off chance that we are to build up the propelled education levels required for achievement in school and past.[4] Vocabulary is likewise a territory where instructors are requesting direction on instructional methodologies, systems, and materials. [5] We trust that computerized apparatuses and media are accessible in many schools that teachers could tackle now to enhance vocabulary learning, devices that catch the enthusiasm of understudies and that give frameworks and settings in which to learn with and about words all the more productively.

The initial five eVoc strategies center around unequivocal teaching of vocabulary and helping students turn into autonomous word users. Word cloud helps the reader to "snap" or "scan" the content of a text very easily. It is, in fact, an instrument to use in content analysis. The cloud reader will identify the frequent words in a text and will be able to find out what it is before reading the text in full. They are excellent tools used in education and research. The most used word cloud generator is Wordle.com.

We have been working with students to create a cloud of words for the different teaching contents. In the exercise with the students, they composed the cloud of words, writing them on the blackboard. We have concluded that a cloud of dense words shows how much a student has assimilated some content. Thus, the cloud of words can be a tool used to evaluate the assimilation of a course's content, and also

an excellent learning tool. In addition, developing a cloud of words is a learning tool in common. Its use is useful for lifelong learning .

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