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**LEARNING THE CONVERSATION TECHNIQUES IN TEACHING
ROMANIAN AS A FOREIGN LANGUAGE**

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Abstract

At first glance, practicing fluency in speech seems to be a free, unruly, enjoyable, relaxing practice for students. It is necessary to organize and think the lessons in such a way as to overcome the difficulty threshold, the task of the teacher who knows exactly what to do. Regarding the different language activities used in both teaching and learning processes of Romanian language as a foreign language, conversation is seen as one of the most important method, not only as a matter of study. Starting from “the dialogue, as one of the main characteristics”, the conversation as a method of receiving and concentrating on the language as a “study objective” adheres with the principle of the active form of teaching and which still represents one of the main factors which lead to the foundation of the linguistic competences. The main purpose is not to make the foreign students learn Romanian language mechanically, but to assist them acquire the knowledge. Among all the other teaching methods, the conversation lessons involve definite steps due to a certain agreements and conventions. The conversation is an indispensable component of any “guided” learning process of Romanian as a foreign language, a process with a rigorously defined finality, to ensure the efficiency of the real communication act.

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1. Introduction

Language as a means of communication is a system and is not learned on separate components (phonetic, lexical, grammatical), but in communication units, in statements, which are both phonetic, lexical and grammatical. The central objective of teaching - learning the Romanian language is to develop the capacity of verbal communication and use of the Romanian literary language, to improve the language and the formation of skills and abilities of scientific supervision of the quality of oral and written expression. (Cosăceanu, 2003).

In teaching practice, at the level of training (lesson, etc.), the most commonly used method of evaluation based on communication techniques is conversation (generally, heuristic conversation in particular). This method, very available in the educational process, integrates automated operations used to verify the degree and the way of acquiring knowledge, skills, cognitive strategies (problem-solving), according to specific and concrete lesson objectives, etc.; activation of this kind of knowledge, skills, cognitive strategies throughout the lesson, teaching continuous evaluation of new content and in an open context (non-formal, individual, study at home, in the library, etc.).

Conversation as an assessment method is done on the basis of special communication techniques. Their selection and capitalization require a separate methodology, necessary for the construction and application of significant pedagogical questions. (Cerghit, 2006).

Acquiring fluent speech skills follows a well-spaced technique between specific boundaries, gradually staggered throughout the whole teaching process of learning, conducted during the preparatory year of Romanian for foreign citizens.

2. Problem Statement

In the early study stages, the fluency techniques are practically embedded in the oral period and the minimum conversation hours, requiring only observance of general fluency laws.

A particular aspect, which the notion of fluency in the language implies, is manifested in the second part of the course, when it is required not only relaxation and spontaneity in operating with minimal structures and lexicons, but also the power to expose wider thinking, complex perceptions as well as the lingering movement of the speaker in the field of language on various situations. Researchers state that “those who learn a foreign language must listen, mimic, reproduce the sounds, words and structures of the language at first” (Linker, 1967, p. 62).

3. Research Questions

Because communication is not done in separate words, we pay more attention to syntactic-type mergers, sentences, phrases, that is, syntactic units, through numerous and repeated exercises. After overcoming the minimal conversational phase, a pretext for speaking in speech is the supporting text, which has to fulfill some conditions, organization and coherence. The text must have a unitary meaning, ideas must be complete and tied, have a logical organization with its own beginning and end.

Another essential condition is the clarity; the language used must be clear, usual, without literary pretensions by means of verbal pictures that are out of the ordinary, using rare or precious terms. It is desirable to circumvent expressive or special topical expression.

Here is another requirement that a support text must meet: naturalness, so the language used is not forced. Superfractional insights must be organized in natural language, in particular, to avoid rigidity or pressure on formal correlations, only to make it possible for certain linguistic phenomena to emerge, thus pursuing their practice and their so-called practice.

It must be borne in mind that any form of language use, if it does not observe a natural regime in all respects, lexical, grammatical, rhythm and intonation, topical, accent, is a false language, and finds relevance and utility in the real human need for real communication.

3.1. Content generality

The accessibility of the text from the point of view of the ideative message is more than necessary. A too specialized text aimed at a specific, limited field that requires special knowledge beyond the sphere of general culture is not an ideal basis for speech because it implies specific notions, and it is unlikely that all foreign students of a group are concerned and have knowledge and passions belonging to the same field. Text used as work material, support for the verbal commentary, must trigger the interest of everyone and reflect a concern.

3.2. The length

A too short or too long text may cause unpredictable reactions to foreign students in the Romanian preparatory year. If it is short and easy, work with it may appear superficial, while excessive length leads to global misunderstanding of the message, uncertainty and psychic inhibition reactions. It creates a non-start state in announcing the counseling process.

The text as a pretext for exercising and developing fluency in speech is used in different forms depending on the study level of the foreign students.

3.3. Imitative teaching

At the beginning of the language course, the objective of learning is the text itself, the elucidation of all the difficult elements it encompasses, being the subject of coursework after which the individual and independent learning follows, the fixation of the difficulties, then the imitative subject exposition is possible.

3.4. Immediate imitative text reproduction

It is known that in certain learning phases, model reading of textual supports is obligatory. That is why, for the realization of the imitative text reproduction, the teacher will make the first reading, then some students will resume it, otherwise, the process is identical to imitative rendering by deepening.

Commenting on the difficulties is still necessary, after clarifying all the lexico-formal unknowns, a complete reading of the text follows, then the oral presentation by the foreign students of the message of ideas contained in the text. This story is obligatory to be done in the same classroom lessons without learning.

3.5. Global understanding and free play

This type of text-based conversation can be done in different forms:

a) it is limited to the repeated text reading of two or three times, once by the teacher, then by the students, immediately following the oral presentation of what could be received from the overall meaning of the message, without any prior comment on difficulties.

b) the same is repeated in free exposure with text deviations and adjoining discussions on the same theme, that is, what includes the requirement of practice.

c) CD recording because it is known that the rhythm of speech and the tone of voice undoubtedly condition the power of reception and understanding of the transmitted text is important to create the habit of receiving as accurate and complete as possible, even if the voice of the person is unknown. These recordings are therefore welcomed with a variety of voices.

However, the following very important factor has to be taken into account: since the very process of listening to audio recordings is, at first, a sufficient difficulty, supplementing the semantic understanding of audio exposure, it is advisable to organize adaptation lessons, in which the recorded voice is known (Lemnaru, 2013).

The audio recording is heard at the beginning for two or three times, gradually progressing, following the pattern of the small steps, to a single listening, followed by the story of what students understood and their comments. Divagations, questions, arguments, counter-arguments, discussion are allowed, thus acquiring a spontaneous, relaxed, natural character, without restrictions imposed by the characteristic of the subject to be taught, as in other courses.

d) a pleasant and efficient system is the use of DVDs, especially those containing dialogues, dialogues that will be commented in the form of indirect speech.

The lexical exhaustive elucidation of the media used to practice global understanding and free play is the final step of this exercise. Once the content is resumed, the reading is resumed, whether direct or recorded. During listening, foreign students point their attention to meaningful words, writing them if necessary. The group of students is used, because their understanding can come from a possible contextual self-definition, or the encounter of these words in a linguistic way. In this case, the teacher has the task of controlling the accuracy of the students' knowledge, and ultimately the explanation is given by the teacher. Wrong recorded words will be identified by a final reading assessment.

Reading the text several times does not harm even in advanced learning periods, because the principle "repetition is the basis of learning" remains as valid and solidly anchored in teaching at any stage of study, at any age and in within any kind of lesson.

e) in the period of fluency creation, in an evolutionary process, from the unique image, it goes to the set with more complex images, placed in logical sequence. In this case a complete viewing of images precedes, then the necessary stops on each image, which is immediately discussed, and the full assumptions and the associative thinking power of the students, are reverted and made.

4. Purpose of the Study

A particularly precious auxiliary, especially seen from the perspective of its complexity, is the short film. It is used in the finishing phases of the process of acquiring the foreign language, when the subtleties

of expression begin to make its appearance. This type of film is based on a linear, bound, cursive presentation without frame suspense, deviations from the main proceedings. Compliance with these characteristics is mandatory for the film used as a means of practicing speech in a foreign language.

The compositional deficiencies of the film could create difficulties in thinking and, implicitly, a faulty expression. The film is not just a starting point, the supporting text is sometimes, but it is itself a broad subject of narrative.

The didactic film for learning a foreign language may have subjects of a fictional, scientific nature, etc. Neither animation film should be viewed with distrust.

5. Research Methods

Foreign students learning Romanian have a specific purpose: attending courses at different faculties and this involves the knowledge and use of specialized terms in Romanian. The film is the ideal pretext for integrating into speech the specialized vocabulary for various fields: medicine, economics, architecture, techniques, etc.

Also, exercising the students' ability to receive, retain, and play back what is contained in the image and sound track is somewhat close to what it means to listen to a course in university education. Dubbing image transmissions means an advantage over simply listening to courses, but it facilitates the transition between the colloquial habit of supporting courses during the preparatory year and the university courses.

Our research is mainly based on conversation, method of communicating knowledge through dialogue, discussion, or debate.

As a method of achieving and linking the language, conversation respects the principle of active teaching through oral procedures and remains one of the main factors in the formation of language skills and language.

6. Findings

Our research on conversation reveals the fact that the language compartments are linked together, forming a system. This has direct repercussions on language learning methodology. It can not be said that in a certain period only a certain skill is acquired. And these, like the language compartments, are dependent and correlated, making each other conditionate.

Our article emphasises the main conversation aspects based on expression, not on resumption, on instantaneous, spontaneous and natural verbal responses, being provided as a means of verifying the effectiveness of the fixation and solidity of the acquired linguistic knowledge. It is a light activity, with a diminished role of the teacher, which takes place on the occasion of everyday or casual events in any field of life (political, cultural, scientific), topical issues chosen in such a way as to stimulate the interest and stimulate the imagination of students and their creative abilities.

We find out that if the foreign students with an advanced level can resort to themes from the field of Romanian culture and civilization, the middle level can be discussed as communication situations, description of a person, meal at the restaurant, holiday plans, a doctor's consultation, in the classroom.

Regardless of the type of lesson, conversation represents a difficult technique that requires a thorough knowledge of language and speech, of psycholinguistic and psycho-pedagogical mechanisms (Florea & Stoean, 1982).

7. Conclusion

By presenting the ways in which one can achieve, practice and develop the fluency in speaking in a foreign language, the importance and attention that the teacher has to give to this objective is manifested throughout the course and only the practical ways and working with the group differs from time to time.

Determination of the fluence response during the oral and other study periods is integrated into the specific practices characteristic of the practice of each language compartment.

Using communication techniques, we are convinced that our research method of conversation increases the efficiency of teaching and learning the Romanian language process by foreign students, gradually forming them a way of expression as free as the mother tongue, the permanent desideratum of the teaching activity.

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