



USE OF CREATIVE AND FUN METHODS IN MODERN

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The use of new technologies is essential today, particularly in language teaching. The New Collaborative Approach is a methodology implemented at the National University of Hiroshima for the teaching of the English language. Rich in creativity and interactivity, the class can be adapted to the level of each student. At a time when more than fifty universities, whether national or private, use multimedia rooms for the teaching of foreign languages, the question is no longer whether we should introduce the computer into the language classroom, but to seek to improve the teaching practice of CALL (Computer Assisted Language Learning). This is an observation that every teacher of foreign languages in Japan must take into account. And English teachers, in particular, cannot ignore that, every year, tens of thousands of students learn English with the help of computers.

To better use new technologies and improve the teaching of English, since the opening of a multimedia language laboratory in our faculty, we have adopted the New Collaborative Approach methodology. Before presenting this subject in detail, we would like to mention some reasons why CALL must necessarily be operated in an establishment with the training of citizens of the 21st century in mind. These reasons are social and educational.

Multilingualism and knowledge in the information society. Industries in the field of new information and communication technologies are booming in many countries around the world. We are seeing a sort of boom in multimedia and the Internet almost everywhere. The challenges of this development are not only economic. According to certain commentators, the popularization of these new technologies at the general public level heralds the advent of a computerized electronic society and opens the prospects of a cognitive revolution as important as the discovery of printing by Gutenberg.

Today, the common language on the Internet is English, a linguistic domination that can be considered natural at first, the Internet being a product of American culture. But our task is to establish multilingualism on this formidable network of information and communication. For the necessary multilingualism to reign, English must be recognized as an international language on the network of networks. This does not mean that we should or can neglect other languages. Apart from English and far behind it, French remains the only language of communication on a global scale. France is one of the rare advanced countries that is aware of the need to deliberately preserve the languages and cultures existing throughout the world.

Familiarization with new technologies and the acquisition of foreign languages are therefore essential for young people of the 21st century. Language teachers can contribute to the training of young people when they are aware that multimedia is not just a new audiovisual gadget, but a system that integrates the various means of transmitting information and the various supports of expression. They can assume their role through



their CALL practices. And english teachers, by encouraging learners to carry out creative activities in a multimedia environment, at the same time highlight the use of English in the construction of new cultures. Thus, we must resolutely take the side of using computers for teaching/learning English in the era of computerized technological culture. It is with this in mind that we have continued to study the current possibilities of multimedia teaching of English and that we have introduced into our teaching multiple activities which rely on the contributions of the computer.

New collaborative approach at the service of FLE. Our faculty acquired a multimedia room in 1993, specially designed for the teaching of foreign languages. Its system integrates the functions of the language laboratory and the functions of a cabled communication network connected to the Internet. Since 1997, we have also had a multimedia resource center for learning foreign languages. In addition to free access to the Internet, students can consult various tutorials and produce documents themselves multimedia.

To illustrate the integration of the computer in our English class, we will first present our educational approach and then give some applications.

Complex approach. We work in a common English class which meets four times a week for two years. From the start of CALL in our establishment, we adopted an audiovisual method as the main method for this class. This method, thanks to the quality of the serial film, spontaneously arouses very keen interest and strong motivation among complete beginners, which is difficult to achieve even with more recent and more innovative manuals. It also presents an abundance of elements to learn on the referential, cultural and linguistic levels. But we do not advance our program by following the educational guide word for word. We do not cover all the questions recorded in the exercise book. We give students auxiliary manuals, handouts or network cards concerning grammar, pronunciation, vocabulary or reading. The method serves us both as a common thread for all the didactic elements and as a trigger, in various ways, for additional or in-depth exploitation.