

the students' attention on such structures. The same exercise can be modified so that blanks are placed before such now familiar structures as *the earth* (shared knowledge: world), *☿ rock and metal* (first-mention uncountable), *☿ scientists* (first-mention plural), *the white-hot core* (shared knowledge: special), *the same material* (ranking adjective: unique), and *the solar system* (shared knowledge: world). The exercise modified in this way could be given to practice all the article usages learnt up to this point.

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PRIORITIES FOR METHODS OF TEACHING ENGLISH PHONETICS TO BEGINNERS

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Rezumat

Articolul dat reflectă posibilități optime de prezentare ale modalităților de asimilare eficientă a foneticii engleze pentru începători. În marea sa parte, cele expuse mai jos descriu modalități de pronunție ale sunetelor foneticii engleze prin prisma unor metode tradiționale. De asemenea, sunt expuse abordările și prioritățile metodice, care contribuie la realizarea obiectivelor didactice de studiere a foneticii engleze.

*“Human behaviour flows from three main sources:
desire, emotion and knowledge.”*

Plato

The teaching of phonetics represents a lot within the process of assimilation of the English language to beginners. It means nothing but the starting point of acquiring the basics of new possibilities for reflection of ideas in a foreign language. Frequently, these are totally different from the ones in native language. In the case of comparison between the English and Romanian languages, then their systems of phonetics are much worth to be studied properly.

The theme is complex, but still the teaching methods should be easy to handle in the process of teaching by the tutor, on one hand, and agreeable by the learner, on the other hand. Let us not forget that English phonetics is a totally strange subject to the Romanian language students. Here they encounter a barrier of perceiving it, while the objective of the teacher in class is to make them realise it in an easier mode. The frustration of the ignorance stage is inevitable and it must be overcome under the instructor's guiding only.

Surely, the students are eager to learn something new, they like being puzzled, so the task of the teacher is to present unknown material in a structured way giving the possibility to students to find solutions and answers to them. The use of flexible methods, proving to be interactive and stimulating, can result into some positive achievements for the learners. Undoubtedly, the techniques of teaching English phonetics have to be acceptable to realising. Brand new information, torrents of new vocabulary in phonetics and streams of difficult sounds to pronounce can lead to the state of rejection by the students from the initially drawn objectives. The great impact of the teacher here must be the craft of soft attracting the students into the process of learning the English phonetics.

One of the procedures, in similar situation, might be the practical issues described by A. Gideon in his journal article: *The Phonetic Method in Teaching Modern Languages*, where he states the following things: *“In accordance with this oral basis, pronunciation is considered of prime importance. Painstaking care*

is necessary at the outset, since the pupil already speaks his own tongue, to have him hear the peculiarities of the foreign sounds and to enable him to utter them himself. For this purpose, recourse is had to the assistance offered the schoolroom by the physiology of speech sounds, the science of phonetics”.

Definitely, it is hard not to agree with the thoughts developed above, as soon as they fully refer to the objective of the teacher at an early stage of teaching phonetics of the English language to students. Another key element is that the procedures have to be in compliance with the level of knowledge of English of the students, while the approaches should be individual and friendly. All these factors simulate the surroundings appropriate to the English language studying, which can only influence better upon the effect of the learning process.

Another specific point is the method of linking the spoken word, written letters and the sounds applied for them. As such, there is one more thought provided by A. Gideon in the same work, which says, that: *“The starting – point for instruction according to this method is the spoken word, not the printed page, the word, the sound, not the letter. Hence, teaching is at first exclusively oral. The task of the pupil at this stage consists at mastering in mastering the sounds of the language to the extend that he learns to recognise them when uttered in his hearing and to reproduce them according to the model of the teacher. Not until he knows the sounds does he meet the equivalent in writing”.*

The next important item within the methods of teaching English phonetics to beginners is to set topical tasks to them and let them follow the logical chain which leads to correct answers of the assignments standing in front of them. So, the priorities for methods of teaching English phonetics to beginners must be based upon the atmosphere of studying efficiently for the purpose of the progress.

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SPEAKING AND WRITING AS PRODUCTIVE SKILLS

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Rezumat

Acest articol tratează importanța competențelor productive, precum competența de producere orală și scrisă. Procesul de învățare a limbilor străine este lent și continuu și poate fi văzut ca un șir de provocări ce trebuie înfruntate. Acest proces constă în dezvoltarea anumitor competențe - competențele de producere și de receptare. Competențele de producere sunt semnificative, deoarece ele permit deținerea competențelor comunicative precum producerea prezentărilor orale, cercetărilor, rapoartelor ș.a.m.d. Articolul evidențiază importanța studierii și formării acestor competențe.

One of the ways how newborn kids learn their own language, is listening to those around them. After such silent way of listening to other people, language starts to make utterances (speak). Having learnt to speak they start to learn to read and write. The process they