

lexical (semantic), lexico-grammatical and grammatical (morphological) purposes.

In Romanian such words like: *mijloc, mobilă, para, acele, mătură, cîntă*, taken in isolation outside the context do not tell us anything about the meaning, category or grammatical form of the given word. The stress placement characterizes, individualizes the word:

e. g: `mijloc „centru” – mij`loc „procedeu, metodă”

`mătură (substantiv) – mătu`ră (forma perfectului simplu, indicativ, pers. III, sg. a verbului „a mătura”)

In English the shifting of the stress influences and produces changes in the quality and/or quantity of sounds. In Romanian the distinctive function is used in lexical (semantic), lexico-grammatical and grammatical (morphological) purposes.

So, the nature of the distinctive function of the stress in Romanian is different in comparison to the English one.

As a general conclusion, it can be mentioned that pronunciation teaching should be communicative; i. e. the teaching of a foreign language in general, should base its methods, principles of teaching on oral speech as well as on written.

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## **GROUP WORK IN TEACHING GRAMMAR**

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### **Rezumat**

*Tehnica lucrului în grup a devenit foarte populară și este utilizată frecvent în predarea limbilor străine, deoarece permite*

*stabilirea unei atmosfere degajate în clasă și stimulează comunicarea orală focusată pe soluționarea problemelor sau jocurile de rol. Lucrul în grup este un mod distractiv și interactiv de studiere a limbii engleze în grupuri mici de 3-6 persoane. Studenții au ocazia să antreneze diferite aptitudini în diverse contexte și scenarii.*

The group work technique has become very popular and is intensively used in teaching foreign languages because it helps to establish a good classroom climate, to stimulate oral communication centered on problem-solving or role play, etc. Students practise different skills through the range of contexts and scenarios. They also enjoy the ice-breakers, role-plays, discussions, problem-solving, reading and writing activities, quizzes and board games, and much more [2, p. 10].

There are several reasons for our integrating the teaching of grammar and the group work technique in classes with upper-intermediate and advanced students.

First, priority is given to problems in written works, since the students' oral communication is usually adequate and their written errors seem more glaring and obvious than their spoken ones.

Secondly, written errors are easier for the students to monitor and correct than errors they commit in speech.

Finally, we believe that group work achieves three main goals: 1) it creates a friendly atmosphere with opportunities for student-student interaction; 2) it contributes to the correction of some persistent grammatical errors; 3) it gives our students the tools they need for their future teaching career.

Group work in teaching grammar can be effectively applied at both presentation and production stages.

At the presentation stage we would recommend activities aimed at investigating the rules of form and meaning in the language system. The role of the teacher is to avoid giving students the rules, instead – to cast them in the role of a „thinker” providing them with

a variety of activities to discover grammatical rules and meanings for themselves.

The following activity has proved very effective while presenting meanings of English tense forms.

Example. Grammar area. The Present Continuous Tense.

Aim. Working out and summarizing the main meanings of the Present Continuous Tense and sorting time adverbials to correspond to these uses.

Procedure. The students are divided into groups; each group is given a copy with 20 sentences in which the verbs are used in the Present Continuous Tense. Working in groups the students read the sentences, work out the meaning of the verb form, group the sentences according to it and underline the time adverbials in the examples. At the final stage each group reports on the results. The teacher summarizes the students' answers on the blackboard.

What we consider to be one of the most effective activities in teaching grammar at the production stage is dictogloss (a grammar dictation).

This technique essentially consists in asking learners to reconstruct a dictated text so as to capture as much as possible of its information content in as accurate and acceptable linguistic form as possible.

First learners engage individually in the creative reconstruction of the text from memory and from their own linguistic resources. The next step is they share this with others in a process of gradual approximation to a final product. Gradually with time and practice the students learn to refine and develop their own linguistic resources but always in relation to what they already know. The benefit is the contribution of individual and group effort which are well balanced, as the approach reconciles the new interest in grammar and the need for interactive learning as well as the achievement of accuracy through group work.

What is dictogloss? A short dense text is read (twice) to the students at normal speed. While it is being read the students write down key words and phrases. Working in small groups they pool their incomplete texts and strive to reconstruct a version of the original text from their shared resources. Each group of students produces their own reconstructed version aiming at grammatical accuracy and textual cohesion but not at replicating the original text.

There are 4 stages to be followed in this procedure:

1. preparation, when the students find about the topic of the text, the grammar material it is based on and are prepared for some vocabulary if necessary;
2. dictation, when the students reconstruct the text and take fragmentary notes;
3. reconstruction, when the students reconstruct the text in small groups on the basis of the fragments recorded at stage 2;
4. analysis and correction, when the students analyze and correct their texts.

The general aim of this procedure is to develop students' grammatical competence in using the language, to make them feel free explaining to each other and correcting each other as well as to make them realize their English is developing and improving.

Another problem to be discussed here is the source we need while choosing the material. To stimulate the students' motivation it would be recommended to use authentic sources, primarily media sources covering current problems of modern life.

The dictogloss entitled „Poor Rich Mr. Briggs!“ was offered to the second-year students of the faculty of foreign languages at the final stage of studying conditional sentences and ways of expressing unreality. The text acts as a representation in one block of all types of conditional sentences and other ways of expressing unreality („wish“- clauses, if only, etc.) In this way the material is reviewed for remedial purposes and gives the students an overall picture of the grammatical area.

A. Warm-up. The students are involved in the class discussion of the following questions:

Would you like to be a millionaire?

How would your life change if you were a millionaire?

Would money bring you happiness?

B. Dictation.

The text:

Two years ago I won one million pounds on the lottery and to be honest now I really wish I hadn't.

I know I've got a six-bedroom house with a swimming pool and tennis court and a Mercedes convertible. All of this is wonderful provided that the rest of your life is O.K. But the wretched money has brought me nothing but unhappiness.

Three months ago my wife, Joanie, left me and took our two children. She warned me that unless I spent more time with her and the children and less time spending money, she would leave but I didn't listen. I should have realized what was happening, but I didn't. I was too busy organizing the building of this house; I just took my family for granted. If only I hadn't been too self-centered! I miss them so much. There is no point in having all this wealth if you don't have anyone to share it with. I live alone in this huge house. Most days I just sit watching TV and playing computer games. I jump up every time the phone rings in case it's Joanie, but it never is. She says she will never come back even if I beg her, but I still live in hope.

I don't go out much. I would go for a drive in my wonderful car if I were allowed to, but I was caught speeding and now I'm banned from driving for a year. If I hadn't felt so depressed I wouldn't have been speeding. It's all a chain reaction. I wouldn't be depressed now if Joanie hadn't left me, and she would never have left if I hadn't won the stupid lottery. My life is a total mess.

C. Analysis and correction activity.

D. Evaluation. The groups share the results with the whole class, which is an exciting part of group work.

Like any other good activity group work should not be overused, it must be used as one of the several learning situations: 1) the teacher with the whole class; 2) each student doing the task independently; 3) students working in pairs, etc.

Group work makes it possible for the teacher to devote more time to the students' oral production, which perhaps before had not been a priority of the foreign language classroom. Thanks to group work, less confident students get the chance to put their knowledge of the new language into practice in a non-threatening environment, away from the critical eye and ear of the teacher. Instead of being dependent on the teacher, students get used to helping and learning from each other [1, p. 20].

The obvious advantage of using group work in teaching grammar is that the students do enjoy this interactive approach to learning grammar.

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### **DEFINITION OF PARAMIES ASPECTS IN ENGLISH**

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#### **Rezumat**

*Dintre genurile folclorice verbale, proverbele sunt cele mai concise, dar nu neaparat cele mai simple ca formă. Proverbele sunt una dintre modalitățile prin care ne exprimăm, care ofera o perspectivă asupra credințelor și adevărilor simple. Ele reflectă diferite aspecte ale vieții umane, care ar putea fi exprimate prin comunicare. Ele exprimă atitudinea noastră față de lume, din trecut*