

e. g. Let me introduce Mr. Goldian, our economical director [3, p.70].

In conclusion, I would like to point out that all these characteristics are important not only for the students and teachers but for all English learners, in general. More than that, English language is extremely liable to different changes and influences and we should have a clear understanding of the vocabulary to use it accurately both in speech and writing.

### **Bibliography**

1. Michael Swan, Basic English Usage, Oxford University Press, 2004.
2. Pointon, G.E., Pronouncing dic-ry of British Names, Oxford University Press, 1993 BBC.
3. Stewart, Clark, Graham Pointon. Word for Word, Oxford University Press, 2003,
4. [www.google](http://www.google). Longest English names

## **IDIOMS IN THE LEARNING PROCESS**

*GRABAZEI Svetlana, lector superior*

### **Rezumat**

*Acest articol definește conceptul idiom, rolul și funcționarea lui în cadrul procesului educațional și cel lingvistic. Acest concept este răspândit și este întrebuințat, avînd un rol important în procesul educațional.*

*Am cercetat acest subiect pentru actualitatea sa și implimentarea sa în mediul școlar, am definit formele cele mai des întîlnite cu exemple relevante.*

The usage of idioms in the learning process often encourages the learners and provides their motivation in studying as well as helps to memorize the material that can be represented by a certain idiom.

As the Bible-based idioms are common for all the nations practicing Christianity and understandable for most intelligent people the author believes their usage appropriate and prefers to include them into the lesson more than other types of idioms. The second reason why they should be taken into account by teachers is, in author's opinion, an educational purpose in terms of human values and spirituality development. Yet what suits a particular lesson is always the teacher's choice.

Here the author wants to share the experience of the involvement of some of the above mentioned idioms into the lesson.

While studying the text 'Home' by W.S. Maugham students are offered a list of idioms and asked to choose those that can match to the characters and situations as well as explain their choice. The list of idioms is the following:

- *A guardian angel*
- Doubting Thomas
- *A fool's paradise*
- *Noah's ark*
- *To be a scapegoat*
- *Solomon's judgment*
- *As poor as a church mouse*

The above idioms are translated literally, so they do not present any difficulty for understanding. To apply some of the idioms to the text the students are to know the meaning of all of them which also broadens their minds. *A guardian angel* can be matched with Emily and a student is to further develop the idea. *As poor as a church mouse* is a characteristic of the main personage who died penniless but happy. All captain Meadow's life can be judged with regard to two different visions on life that in the given context can be presented by the idioms *Solomon's judgment* and *A fool's paradise*. From the point of view of the main character the style of life he had was obviously the result of *Solomon's judgment* as he considered his judgment to be wise as only wise acts can lead to one's real

happiness. The opposed opinion is that he lived in *a fool's paradise* and being *as poor as a church mouse* one cannot be happy. So the discussion can be based on the understanding the eternal spiritual values and defending them on the one side and ignoring and disregarding them in favour of material ones on the other side (what happens so often), the contradiction essential for living in any époque and society. The teacher, of course, should show whose side he/she is on. The other discussion where these idioms can be applicable is the discussion on the text *The Happy Man* by the same author where the idea of the plot is somewhat similar.

Another example of working with idioms is the following. The students are asked to dramatize the text *Under the High Trees* and in the speech of each of the characters they should use an appropriate idiom or idioms given in the list. To do this they are to study the text thoroughly. Improvising and developing the ideas are welcome. The list is presented by the following idioms:

- *The heaven opened* (there was a sudden downpour rain)
- *An angel of mercy* (a person who appears and helps when it is particularly needed)
- *To lift one's spirits* (to make one feel happier)
- *To come hell or high water* (to come no matter what happens)
- *An act of God* (a totally unexpected incident)
- *That's the spirit* (very good, excellent)
- *To try the patience of a saint* (to test the patience of a very kind and patient person)

One of the characters, Ben or June, can in their conversation describe the weather using the expression '*the heaven opened*'. The student acting as Ben can tell the 'audience' that he has *to come to the theatre hell or high water* because he loves his wife and wants to make her happy. The girl behind the ticket office window can be called *an angel of mercy* as she suddenly helps. Then Ben's character can say that the quick coming of the next bus *lifted his spirits*, this idiom can also be used by June and Penny's characters, just the

students have to be creative. ‘June’ talking to her daughter about the evening events can say that all the misadventures happened to Ben *were trying the patience of a saint*. To answer the question ‘How was the play?’ the girl playing Penny can say ‘That’s the spirit’. The above idioms can be used in other contexts depending on students’ imagination and creativity. So idioms add some special taste into the learning process and make the didactic material more lively and interesting as well as make the students develop their mental abilities.

Another popular group of idioms is one describing people, their doings, feelings and health condition. . So while studying a conversational topic a few idioms of the above group can also be added to it. The teacher does not need to give many details here, just a scheme, and it is up to the students to provide the story with most interesting and thrilling moments. Students may be very imaginative doing this assignment.

For example studying the theme ‘At the Doctor’s’ the teacher can choose some idioms from the following:

- *A pain in the neck* (an annoying person or thing)
- *To be hard of hearing* (to be nearly deaf)
- *To be in poor health* (to be ill)
- *To feel as if one’s head was going round* (dizzy)
- *To be at death’s door* (very ill)
- *To be as fit as a fiddle* (very fit indeed)
- *On one’s last legs* (in a very poor condition)

First students are asked to guess the meaning of the idiom, then their attention is drawn to the fact that not all of them are translated literally (like ‘a *pain in the neck* ‘). After that any creative assignment that the teacher thinks appropriate is given to the learners.

It is hardly necessary to saturate the learner’s speech with idioms but they are no doubt a wonderful means to organize a

conversation, encourage the students' talking as well as for educational purposes.

### **Literature**

- 1 *Advanced Learner's Dictionary*. Oxford University Press, 2000.
- 2 Cowie, A.P., *Oxford Dictionary of English Idioms*, Oxford University Press, 1993.
- 3 Аракин, В.Д., Новикова, И.А. и т.д., *Практический курс английского языка*, 1 курс, Москва, 2000.
- 4 Аракин, В.Д., Новикова, И.А. и т.д., *Практический курс английского языка*, 3 курс, Москва, 2000.

## **TO READ OR NOT AT TERTIARY LEVEL? AN EFL OVERVIEW FROM THE PERSPECTIVE OF COMMUNICATIVE COMPETENCE**

*PETRICIUC Lilia, lector*

### **Summary**

*This article explores the manifold benefits students at tertiary level can get from developing a passion for reading and handling a variety of strategies to retrieve, above literal meaning, a valuable asset of extra-linguistic knowledge that will entitle them to become effective users of English in a variety of communicational contexts. Communicative competence is not limited to linguistic competence and reading is the best way to ensure its development by gaining knowledge from various contexts about what is appropriate and what is not in a given situation.*

It is generally admitted that the main objective of foreign language classes is to make learners use the language in real life communication, that is – to develop their communicative skills. In striving to reach this major goal, teachers engage students in miscellaneous activities, apply a wide range of communicative strategies, and what is mostly important, make extensive use of authentic materials. All these, judiciously explored and applied on a