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A STYLISTIC APPROACH TO TEACHING LITERATURE

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Summary

Articolul studiază importanța și relevanța abordării stilistice a unui text literar la nivel universitar. Dacă vom adopta o abordare stilistică în predarea literaturii, studenții vor avea rolul participativ, deoarece vor fi învățați să interacționeze, să examineze și să

evalueze limbajul textului, pentru a interpreta înțelesul dobândit intuitiv, folosind trăsăturile lingvistice și teoriile literare.

The study of literature is a fascinating activity that offers both teacher and learner manifold and tremendous benefits. For what other activity would enable the reader to enter into a multiplicity of worlds and savor the wonders of encountering a vast variety of people, cultures, places in reality and beyond; defy the boundaries of time to travel to and fro in the distant past then to the present at the turn of a page? The greatest values to be gained from these benefits are the potential for growth in knowledge and wisdom; the acquisition of a keen understanding of human nature and of human relationships; and the freedom of choice to enter into each character's heart and mind and live his life, his adventures fully during the course of one story, one novel, one poem. Such are the acknowledged values of engaging in the pleasurable study of literature. Stylistics, having to do largely with style, is a discipline concerned with the study of language of literature." It is the study of language as art." As the study of style, it "seeks to examine the expressive and suggestive devices which have been invented in order to enforce the power and penetration of speech" [6, p. 23]. At the outset we suggest that the teacher should first utilize all the traditional methods of explicating a literary work and then attempt to introduce a refreshing new dimension, an innovative way of looking at the style of a specific literary piece from the point of view of stylistics. This activity could well fall under the enrichment activity as an exciting challenge to the more advanced classes in literature. These conventional approaches which we will refer to as the "extratextual approaches," include: the thematic approach, the interpretation of characters, the elements of narration, imagery and the poetic (expressive and suggestive) devices. These constitute the major elements inevitably discussed in the analysis of all forms of literary discourse [2, p. 149]. A study of poetic devices, which are

the stylistic resources of particular languages and which increase the power and impact of words, leads us to a "wide range of linguistic features which alone covers: emotive overtones or connotations, emphasis, rhythm, symmetry and the evocative elements. Closely connected with expressiveness is the element of choice, i.e., the writer is free to choose between two or more alternatives or stylistic variants- the use of synonyms or the use of the inverted word order in place of the normal word order in sentence structure. Inversions, when resorted to, "provides for emphasis, delay and suspense, pathos, finality, irony, parody and impressionism" [1, p. 124]. If we adopt the stylistic approach to teach literature at the university level, it will help the students understand the role of language in literature. Language is made up of words, structures and sentences and literature is made up of these words, structures and sentences. Literature is language in its applied form and prepares a basis for the study of language through various points of view. Every piece of literary writing is different from the other. They have similarities but are never identical. Every piece of literature is unique with own peculiarities.

T.S. Eliot advocated that the 'form' of the literary text should itself interpret its 'content'. Following this view, one could interpret the content without any reference or context. This can only be achieved if the students are taught how to study the 'form' of the literary text. A study of the 'form' of the literary text would intimate the student about the diction of the author [4, p. 2]. The knowledge of the selection of words, punctuation, parenthesis, or metrical patterns would enable students to study the work in depth and give an individual interpretation. Such an analysis would develop the creativity on the part of the students.

Stylistics is regarded as applied linguistics and teaching of literature can be regarded as applied stylistics as students are basically taught to interpret or analyze a literary text using stylistic features. The stylistic approach provides an objective basis for

interpretation of a literary text. The literary work becomes the only object to experiment with and find out more than one meaning using their own intuition.

In the Stylistic approach, the teacher encourages students to use their linguistic knowledge to make aesthetic judgments and interpretations of the texts. Thus the issue of the role of the reader in the process comes up again. According to Rodger , the language form plays the most important role in deciphering a poem's significance [4, p. 54], while others see the importance of the reader's background knowledge, along with close attention to language features, as important to interpreting complex texts that are "capable of analysis and commentary from a variety of different points of view" [5, p. 38].

When evaluating the relevance of approaches to teaching English literature to university language students, it is useful to consider the following core principles:

1. *The place of meaning.* Meaning is the result of the two-way relationship between texts and readers, depending on readers' experience, the reading context, and the difficulty, style, and form of literary language. Meaning is also influenced by how students relate to the authors' portrayal of identity, culture, gender, and social class.

2. *The purposes of learning.* The use of literature facilitates language learning because, when it is properly introduced, students enjoy literary style. In addition, they will inevitably forge strong connections with the plots, themes, and ideological assumptions of literature and will become active learners that embrace critical thinking in English.

3. *Activities in the classroom.* The study of Stylistics is amenable to student-centered activities that offer opportunities for collaborative group work such as reader-theater, drama, and other projects where English is the common medium of authentic communication. The choice of texts and activities is crucial because

these selections will make the difference between passive reading and active involvement with a literary text.

4. *Role of the student.* Stylistics has the power to create opinions and individual meanings for students; hence, they will typically be the ones to initiate and sustain activities based on the literary themes that resonate with them. This will help students become active classroom participants and will lead to autonomous learning.

5. *Role of the teacher.* The teacher is an important facilitator and guide when it comes to offering a choice of texts and ways to interpret them. Far from being a passive observer, the teacher must plan and prepare to involve students in lessons and encourage them to express their viewpoints. This entails knowing about the different works of literature to be presented and having a blueprint for lessons, including the essential pre-reading and schemata-building activities.

Students' motivation in the learning process is often determined by their interest in and enthusiasm for the material used in the class, the level of their persistence with the learning tasks, and the level of their concentration and enjoyment [6, p. 105]. This type of involvement is something that cannot be imposed; it must come from the materials and lessons that are implemented in the classroom. I hope this article has shown how Stylistic approach to teaching literature can develop students' motivation in learning English and that the ideas presented here will facilitate teachers' effective use of literature to improve English instruction.

The Stylistic approach is relevant because it clarifies one of the rationales for teaching literature: to highlight the aesthetic value of literature and provide access to the meaning by exploring the language and form of the literary text with a focus on meaning.

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FAMILY'S STRUCTURE AND VALUES IN MODERN SOCIETY

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Summary

In articolul acesta se abordeaza tema valorilor si structurilor familiei. Sunt descrise valorile familiale ca cele sociale, politice si religioase. Este cunoscut faptul că valorile sunt importante in orice situatii.

As dictionary gives definition, family is a group of people who are closely related to one another (by blood, marriage or adoption); kin; for example, a set of parents and their children.

The family unit functions as a safe haven and shelter from the outside world. Family is there to protect its members, to love them, and to provide each individual with the necessary basic needs. The family is an extremely important socialization agent, especially for children. When children are born, they take on the characteristics portrayed to them by their family [8, p. 37].

Schiamberg Lawrence Ph.D. (1983) listed the following as the functions of the family:

- Socialization of children.
- Economic cooperation and division of labour.