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WAYS OF PRESENTING THE MEANING OF NEW ITEMS AT THE PRE-INTERMEDIATE LEVEL

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Summary

Articolul abordează importanța predării vocabularului și a tehnicilor inovatoare de prezentare a sensului elementelor noi la nivel intermediar. Nevoia din ce în ce mai mare de limba engleză a creat o cerere imensă de învățare a limbii engleze în întreaga lume. În prezent, milioane de oameni doresc să-și îmbunătățească nivelul de limba engleză, iar oportunitățile de învățare a limbii engleze sunt oferite în multe moduri diferite. Cu sute de mii de cuvinte în limba engleză, predarea vocabularului poate părea o perspectivă ce intimidează. Prin urmare, învățarea vocabularului este o parte importantă a procesului de dezvoltare a elevilor.

Language learning has totally boosted in comparison with the past. In this latter, great emphasis was on grammar and pronunciation, still little or no emphasis was conveyed to vocabulary. In short, vocabulary was neglected in the programs for teachers during the twentieth century. Teachers at that time thought that vocabulary is learnt through experience and they fear students make mistakes in sentence construction if too many words were learnt

before the basic grammar has been mastered. In teacher-preparation programs today, there is more attention given to vocabulary, the thing that paves the way towards useful techniques for teaching vocabulary.

When learning any language, vocabulary remains a foundation upon which the fluency and the accuracy of the language is built. If grammar is the body of learning any language, then vocabulary is its heart. So, methodologists have drawn their attention to vocabulary more than ever before when grammar was given most of the importance. David Wilkins summed up the importance of vocabulary saying: "without Grammar very little can be conveyed and without vocabulary nothing can be conveyed". So, vocabulary is a valuable, basic and essential aspect of the language more than Grammar. More over, it can cancel out grammatical inaccuracy if vocabulary is used correctly and appropriately. For example, a student may say: "I plays football". Even if this sentence is ill grammatically formed by adding the "S" of singular, the meaning is already there and can be understood. There for learning vocabulary is an important part of a student's development process, but vocabulary instruction can be a challenge for educators-especially when it comes to making it effective and engaging [3].

If the amount of vocabulary stored in the learner's mind is expanded, he or she establishes a good understanding and communicates fluently. In the opposite, a person who lacks vocabulary is less capable of using the language articulately. Methodologists have gone through seeking fruitful techniques of teaching vocabulary with careful consideration of the level of students. Each level has particular sets of techniques.

So how can educators effectively teach vocabulary across grade levels and content areas? Proper vocabulary instruction doesn't just teach the definition of the words, but how to critically understand the context while drawing connections outside the lesson plan. Studies have shown that students who have a large vocabulary

tend to do well in school. Mazzano and Pickering (2005) say that one of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information [1].

Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

What a student may need to know about an item.

- What it means. It is vital to get across the meaning of the item clearly and ensure that your students have understood correctly with checking questions.

- The form. Students need to know if it is a verb \a noun \ and adjective etc. to be able to use it effectively.

- How it is pronounced.

- How it is spelt.

- How the word is related to others.

- Collocation or the way that words occur together [2].

Ways of presenting vocabulary.

There are lots of ways of getting across the meaning of a lexical item.

- Illustration. This is very useful for concrete words and for visual learners. It has its limits though, not all items can be drawn.

- Mime. This lends itself particularly well to action verbs and it can be fun and memorable.

- Synonyms\Antonyms\Gradable items. Using the words a student already knows can be effective for getting meaning across.

- Definition.
- Translation etc.

But the core idea of innovative learning and teaching the vocabulary is that vocabulary instructions doesn't have to be boring! There are some engaging activities and techniques to teach your students vocabulary while making sure they boost their vocabulary acquisition.

Activities to teach vocabulary.

Wilga Rivers said ones: "Vocabulary cannot be taught". It can be presented, explained, included in all kind of activities [4].

What are the activities that can help the students to get the words they need?

Types of activities for vocabulary are:

- Identifying activities. It is a kind of activity that involve detecting words. For example: word soup, unscramble, etc.
- Selecting activity. Here you can recognize words and make choices amongst them. For example: choosing the odd one out, choosing words for describing etc.
- Matching activity. This one involves first recognizing and then pairing them. For example: Pelmanism.
- Sorting activity. It requires learning to sort words into different categories.
- Ranking and sequencing. It requires the learner to put the words in order. Example: chronologies.
- Producing activities are divided in two:
 1. Completion: completing sentences or texts. Example Gap filling.
 2. Creation: it requires the learner to create context given words.

Example: making sentences including words in dialogue etc.

Teachers need to take a broad view of what vocabulary instruction entails. It is important to acknowledge the incremental

nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled, long term, and have high vocabulary learning expectations. There will never be one “best” teaching method, but teachers will not go wrong following the overall principle of maximizing sustained engagement with words.

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TRANSLATING POETRY: THEORY AND PRACTICE

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Summary

Articolul prezent abordează problema traducerii unui text poetic. Autorul descrie trăsăturile traducerii poeziei și analizează aspectele teoretice, oferind un exemplu practic. Un interes deosebit prezintă analiza practică a traducerii unei poezii făcute de una dintre studentele de la masterat din cadrul FLLS, UPS „Ion Creangă”.

“Translation is a self-portrait of a translator”.

(Korney Chukovsky)

One of the types of literary translation is the translation of poetry. Translation of a poetic text is a literary process that requires no less creative effort than the writing of the original: it is important not only to convey the meaning, but also to preserve the aesthetic