The resulting vocabulary units demonstrate the trends of de-morphologisation and partial de-etymologisation with formation of conventionally "non-motivated" morphemes, though based on the existing lexical units, and as a result may cause serious difficulties in understanding and, accordingly, in translation.

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AN OVERVIEW OF MALL

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Rezumat

Mobile Assisted Language Learning (MALL) este o relativ nouă abordare de predare – învăţare a limbilor, bazată pe utilizarea tehnologiilor mobile, inclusiv telefoane, tablete, ceasuri inteligente, playere, etc. MALL combină învăţarea cu ajutorul dispozitivelor mobile cu învăţarea asistată de calculator şi a căpătat o popularitate mare în ultimii ani, datorită stilului de viaţă accelerat şi utilizării masive a tehnologiilor mobile ce au conexiune la internet.

Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. It is described as an approach to language learning that is assisted or enhanced through the use of a handheld mobile device, or, as any sort of learning that

happens when the learner is not in a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies [3, p. 6]. These include MP3 or MP4 players, PDAs, smartphones, IPads and tablets, smartwatches, etc.

One of the major reasons behind these increasing applications of MALL is that mobile phones and other gadgets are recognised as "useful mini-computers that fit in a student's pocket, and that are portable technological devices which are almost always switched on" [4, p. 2].

Recently, the development of the third and fourth generation (3G, 4 G) mobile services has the potential of becoming a widely used effective learning tool and of making M-learning the next wave of any learning environment. The fact that there have been many studies regularly conducted on the applications of mobile phones in L2 learning and teaching in different contexts of the world in recent years reflects the enthusiasm generally felt about the potential of mobile devices for language learning environments.

Mobile learning is described as being spontaneous, informal, personalized and ubiquitous. It is, therefore, convenient for adult learners, who encounter shortage of free time as the result of working longer hours. In such an environment, busy people tend to use portable devices to learn new materials rather than taking time for traditional classroom-based courses [2, p. 310].

Another advantage of Mall is that in contrast to classroom learning, or computer-assisted learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. MALL can be viewed as an ideal solution to language learning barriers in terms of time and place.

Many teacher today still assume that learners who have grown up with all kind of gadgets and technology around them are the same as they have always been and that same methods that worked for them when they were students will work for their students now.

Nevertheless, the assumption is no longer valid. Today's learners are different and methods and approaches used with them should be different.

Moreover, what learners want from school these days is also different. Having interviewed about one thousand students from various social, economic and intellectual backgrounds and age groups, Marc Prensky [5, pp. 4-5] concludes that today's students:

• do not want to be lectured to;

• want to be respected, trusted, and to have their opinions valued and count;

• want to follow their own interests and passions;

• want to create, using the tools of their time;

• want to work with their peers on group work and projects;

• want to make decisions and share control;

• want to connect with their peers to express and share their opinions, in class and around the world;

• want to cooperate and compete with each other;

• want an education that is not just relevant, but *real*.

Concluding, what our students need is to know that what they learn is important for them and that the time they spend on formal education is valuable, makes good use of technology they are so familiar with, and takes up so much of their time.

Accordingly, we, as teachers, should be able to provide them with ways of using technology meaningfully, "since depending on how it is used, technology can either help or hinder the educational process". [5, p.5] Marc Prensky also states that students can learn from mobile devices "anything" as long as educators "design it right" [4, p. 4].

Mobile devices have infiltrated our everyday lives and created a rich environment for communication through audio, video, and visual text. The use of mobile devices can enhance learning a language as a second or foreign language in many ways, beginning

by using the in-built functions of the devices to downloadable applications.

First, smartphones and tablets have a variety of incorporated functions that support communication and multimedia use. They offer an efficient way for students to work with language, whether written or spoken. Because they are networked, they support peer collaboration and offer the opportunity to virtually bring into class individuals from outside the classroom, including more proficient speakers [6, p. 6]. Some of the built-in functions of mobile devices that support text and media use include: note taking; photo capture and editing; audio and video playback, recording and editing; email; text messaging; web browsing.

In addition to the default functions and applications present in phones and tablets today, they also offer access to a large variety of third-party apps, which in fact is a major reason for smartphone popularity. Apps available from the Apple App Store (for iOS devices) and Google Play (for Android devices) offer countless possibilities for language learning and can be easily added to phones to enhance their functionality. Many of them are inexpensive and easy to use, including mobile versions of social media, such as *Facebook* and *Twitter*; video-conferencing services like *Skype* or *Google Hangouts*; messaging and multimodal texting apps, including Snapchat and Instagram; personal journaling apps like *Penzu* or *Journey*; video-streaming players such as *YouTube* or *VLC* media player.

None of these were developed for language learning, but all clearly have potential for language practice and socially oriented learning. Applications already used by students offer the advantage of familiarity and integration of life and learning.

Additionally to general-purpose apps, there are many designed specifically for language and culture learning. Many such apps are in the category of phrase books, vocabulary flash cards, tourist guides, or grammar tutorials. Pronunciation apps are also common, such as

Sounds Right from the British Council or *Sounds: The Pronunciation App* from Macmillan. These kinds of apps are designed for individual users, but some could be adapted to collaborative use in the classroom. Other kinds of single-purpose apps could be used in a similar fashion.

Full-featured language-learning apps are available as well, including mobile versions of services such as *Duolingo* or *Babbel*. Some of these apps, like *HelloTalk*, do not even have a desktop equivalent. The only way to use them is through the mobile device. Teachers might have students, individually or in small groups, assigned to download, try out, and then report in class on the experience of using such services.

Besides the apps just mentioned, there are many other mobile device programs or apps for studying languages, which were not created for specific classroom use. Thus, we have *games*, ranging from very simple concentration style to much more sophisticated ones. The latter include innovative place-based games using artificial intelligence or augmented reality. Some games can be set up as competitions that can be played in class with individual students or with groups and apps which use the language in context, like Podcasts.

With so many available resources, the teacher can be a guide in recommending the most appropriate materials: apps or websites. We need to become familiar with the apps ourselves before we can recommend them to our students. We have to plan the course, set the class policies, rules and regulations. We will also need to vary activities and teaching methods in order to increase students' motivation and activity.

Another important role of us as teachers is that of facilitator. That means that we will not be in control of learning activities, giving the students a bit of space for creativity. This depends on the age of the learners, being more suitable for upper-intermediate and advanced learners.

Despite all the available functions and benefits of using mobile-devices as an educational tool, learning through mobile devices has some constraints, such as small screen, data storage and multimedia limitations. Many of the mobile phones are not designed for educational purposes. The devices that are appropriate for specific learning tasks are too expensive for most of the learners to buy. Thus, teachers should be aware of what kinds of tools learners have, and then set to choose or adapt resources compatible to such tools [2, p. 311].

The main factors that support mobile learning are increasing mobile phone ownership among students, the opportunity to integrate real life communication into language learning, and facilitate student- to-student interaction as well as the possibility of fast content creation.

For these reasons, teachers should look at ways of integrating mobile devices into the classroom setting. Despite the skepticism of some teachers, our students can benefit a lot from the use of technology. Besides language skills, MALL develops other 21st century skills, which are vital for the working, social and personal lives.

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THE MANIFESTATION OF ASSIMILATION IN ENGLISH
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Summary

Articolul redă unele secvenţe referitor la asimilare, ce reprezintă procesul de modificare a sunetelor limbii engleze, din cauza învecinării lor. În vorbirea curentă organele vorbirii trec repede de la o poziţie la alta. În această trecere rapidă sunetele înlănţuite suferă modificări în articularea lor, aşa încât sunetele învecinate, uşor recunoscute ca fiind diferite, devin asemănătoare sau identice. Asimilarea joacă un rol important în evoluţia unei limbi. Fenomenul acesta este important şi in limba engleză, atât pe plan istoric cât şi pe planul limbii actuale.

Each sound pronounced in isolation has three stages in its articulation. During the first stage the organs of speech move to the position which is necessary to pronounce the sound. It is called differently by different authors: *initial stage*; which represents the beginning of the sound, when the organs of speech take up the position for its pronunciation. During the second stage the organs of speech are kept for some time in the position necessary to pronounce the sound. This stage is called *medial stage*. During the third stage the organs of speech move away to the neutral position. This stage is called *final stage* [3, p. 196].

There are two ways of joining the sounds:

a)Merging of stages – when the final stage of the first sound merges with the initial stage of the second sound, loose type of articulatory transition.