

émissions radio etc., ce qui représente une vision moderne de l'approche littéraire en classe de FLE. Les genres littéraires sont présentés progressivement en correspondance avec le niveau linguistique, la liste des genres littéraires énumérés est complexe : nouvelles, textes de fictions, romans, récits, pièces de théâtre, poésie, etc. Les aspects littéraires se retrouvent pour différentes activités langagières, comme par exemple réception des messages oraux/écrits/en ligne, production des messages oraux/écrits/en ligne, interaction orale/écrite/en ligne. En guise de conclusions on peut affirmer que la vision littéraire représente un défi pour les enseignants d'une langue étrangère, un défi qui peut être dépassé grâce aux recommandations du Curriculum National de la langue étrangère.

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THE IMPACT & EFFECTS OF THE ENGLISH PHONETICS ACQUIRING UPON THE BEGINNERS, INTERMEDIATES AND ADVANCED STUDENTS

IMPACTUL ȘI EFECTELE ASIMILĂRII FONETICII ENGLEZE ASUPRA STUDENȚILOR ÎNCEPĂTORI, INTERMEDIARI ȘI AVANSAȚI

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Abstract

This article suggests to outline and note the basic aspects of the impact and effects of the English phonetics upon beginners, intermediates and advanced students. The reference is made to the current phenomenon of mixed groups in terms of the level of knowledge of the English language. In this context, it is analysed the effect of methods and techniques of teaching the basics of the English phonetics to students in accordance with the curricular terms and requirements of analytical programmes. Of course, in this context, there prevails the oral mode of English phonetics, but also the possibility to reflect the pronunciation and reading by means of the English phonetic symbols and transcription.

Cuvinte-cheie: Impactul și efectele predării limbii engleze; asimilarea limbii engleze; metode de predare a foneticii engleze; avantaje și dezavantaje în predarea limbii engleze; niveluri de cunoaștere a foneticii limbii engleze; tehnici de predare a limbii engleze; abordări și tehnici inovatoare de predare a limbii engleze; știința pedagogică în instruirea limbii engleze; predarea limbii engleze studenților începători, intermediari și avansați;

Rezumat

Acest articol are drept obiectiv de a trasa și nota aspectele de bază ce țin de impactul și efectele foneticii engleze asupra studenților începători, intermediari și avansați. Referința se face la fenomenul actual de grupe mixte din punct de vedere a nivelului de cunoștințe ale limbii engleze. În acest context, este supusă unei analize efectul metodelor și tehnicilor de instruire a bazelor foneticii engleze asupra studenților în conformitate cu cerințele curriculare și ale programelor analitice de studii. Bineînțeles, în acest context, prevalează modul oral al foneticii engleze, dar și posibilitatea de a reflecta pronunția și citirea prin prizma simbolurilor fonetice și a transcripției engleze.

Key-words: The impact and effects of teaching English; acquiring the English language; methods of teaching the English phonetics; easy things & drawbacks about English teaching; levels of knowing the phonetics of the English language; techniques of teaching English; innovative approaches and techniques of teaching English; pedagogical science within English; teaching English to beginners, intermediates and advanced students;

The phonetics plays an essential role in the process of teaching and studying the English language. There can be affirmed that it stands at the basis of introductory course of the English language. It can bear the function of the ordering assignment of the conspicuous chaos between the English spelling and pronunciation reflected throughout its phonetics. In order to support this statement, here comes the following quotation: "*Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet; ...*" [9, p.13]. Alongside, it denotes precisely the dimension of confusion with the beginners of English who come to the point of assimilation the basics of its phonetics and the relevant rules of reading.

Prior to commencing the explanations regarding differences between vowels and consonants to beginners, there must be considered each letter out of the total amount of 26 letters of the English alphabet. The initial division of those into a) vowels and b) consonants can lead to a beneficiary result of realisation of the suggested material to students. The teacher cannot avoid the essential theoretical explanations – obviously, it should be used the piece of chalk and blackboard for an illustrative presentation of the topical material. The chalk might be of different colours, while figuring out vowel and consonants within the list of letters. Next to the capital letters and small letters, there should be presented their ABC reading for the students to notice the practical usage of phonetic symbols. The parallel with the Romanian alphabet is much of the welcome, as far as the students can notice the similarities and differences of those.

As an additional method of great use, it can serve the submission of the cards with an image of each phonetic symbol. The vowel ones can be red, while the consonant ones can be green, for instance. It can ensure an easier acceptance of phonetics, but also prove that it is not as difficult as it seems, at first. We must keep in mind, that these steps are vital at the initial stage of teaching English as a whole, and its phonetics, in particular, before the appliance of any of the audio or video devices and computers. As such, beginners seem to be more frustrated ones compared to the others when it comes to phonetics, but at the same time, more eager to learn it.

Some of the main positive effects and the negative ones of teaching the English phonetics to the students of the beginning level can be resumed within the following table:

№	The positive effects:	The negative effects:
1.	– acquiring the essential volume of knowledge in phonetics;	– difficulties in understanding the phonetic symbols;
2.	– defining the differences of spelling of letters of the English ABC and their reading;	– deficiencies in observing the length of vowels in English;
3.	– noticing the differences between vowels and consonants;	– drawbacks in observing the length of vowels; mistakes in pronouncing the voiced and voiceless consonants;
4.	– the resulting learning of the rules of reading in English;	– mixing up and confusing the rules of reading and the exceptions in English;

b) As it stands for the intermediates, then it can be stated that the objectives of the teacher is to try to provide a due presentation of the material in the English phonetics to students so as to fill in the existing gap of an insufficient treatment of the issue of phonetics acquired at the initial stage at school. The students must be encouraged to apply the phonetic rules properly getting rid of the accumulated mistakes and drawbacks within it. They must have as an objective and stick to the idea expressed in the following quote: "*This discipline (Phonetics) is closely related to phonology, which focuses on how sounds are understood in a given language, and semiotics which looks at symbols themselves.*" [8. – p. 4] Well, it is obvious, that throughout drilling and exercises, there must be stipulated a link between the knowledge of the English phonetics and the level of possessing the English language by the students, where the teacher must hold the main part into provision of the desired mode of learning.

A range of the major average positive effects and the negative influences of teaching the English phonetics to the students of the intermediate level can be resumed within the following table:

№	The positive effects:	The negative effects:
1.	– ordering of initially acquired phonetic skills;	– confusing correct pronunciation;
2.	– working upon mispronounced words;	– continuing committing similar mistakes;
3.	– getting to know new material of phonetics;	– contradictory supposition to existing skills of phonetics;
4.	– usage of linking /r/ in practice;	– improper use of linking /r/ between words;

c) As for the advanced ones, then there can be told that following the essential mere explanations of phonetics in English, it should be of interest the PowerPoint material presented in English, similar with the authentic audio files and videos in English, as well. While, drilling for the skills might be performed with the help of the on – line exercises with an immediate checking of the results. In the support of the things exposed above, it can serve the following citing: "*In contrast to feature – filling rules, feature – changing processes – which change feature values from + to or vice versa – involve two steps: First, the feature targeted for change is deleted (and thus the segment becomes underspecified), and second, the newly underspecified segment is unified with the feature specified in the change.*" [1. – p.

241] The idea is, that the advanced students are seemingly prepared for a more complex treatment of the aspects of the English language phonetics and must, undoubtedly, get more sophisticated tasks for accomplishment during the classes and at home. They are capable to identify and observe already the feature – filling, that the standard rules, feature – changing, or the modes of their interpretation and altering. A couple more of the main positive effects and negative aspects of teaching the English phonetics to the students of the advanced level can be expressed in the following table:

№	The positive effects:	The negative effects:
1.	– refresh the initial knowledge of the English phonetics;	– find out that some of their skills in phonetics are different from rules;
2.	– revise the reading rules in English;	– get confused with the New Vocabulary reading;
3.	– full realisation of the norms and rules of reading in English;	– occurred difficulties in defining the differences between the rules of reading and exceptions;
4.	– correct practical usage of the English phonetics in reading and speech;	– eventual drawbacks in applying of phonetics in reading and speaking;

As a result, paradoxically, but each students has nothing else but gain from this type of merged group, as a consequence result of the impact of the English phonetics, and not just waste time during the classes of the English phonetics. While, traditionally, the students must be gathered in groups corresponding to the level of knowledge of the English language, like A1 or B1 or C1.

However, one must agree that the teachers have to get an amount of patience while teaching the English phonetics to the students of any level of knowledge. Simultaneously, they should try and fiind an individual approach to each student so as to provide the corresponding quality of the teaching process and achieve the desired results, following the suggested methods and techniques. On the other hand, the students must feel the direct efficient involvement into the process of studies. It should be interactive, as well.

In the end of the day, there can be stated that each of the segments of students, whether beginners, intermediates or advanced ones, has to gain as a result of the Introductory course of phonetics of the English language. Concluding the analysis in detail of each category of students of English, we come to the conclusion that each of them get to know some new knowledge within the English phonetics. There must be used some developed methods and comprehensible techniques by the teachers, so as to make it clear and to the understanding of students. One cannot exclude theoretical issues totally, because they provide proper applying into practice, that is the due and corresponding English pronunciation, following the standards of the Received Pronunciation (RP), which are being accepted all around the world.

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TEACHING GRAMMAR AT THE INTERMEDIATE LEVEL

PREDAREA GRAMATICII LA NIVELUL INTERMEDIAR

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Abstract

Grammar contributes to the harmonious systemic arrangement of words at the levels of syntaxis and morphology which helps utterance understanding unaccessible alone. In the context of teaching a foreign language which presupposes teaching oral and written communication skills in the given language, the purpose of teaching grammar is mastering the grammatical structure of the respective language. It is extremely difficult to master a language at the oral level and impossible without written without studying English.

Key -words: grammar, syntaxis, rules, utterance, communication

Rezumat

Gramatica contribuie la aranjarea sistemică și armonioasă a cuvintelor la nivel de sintaxă și morfologie ceea ce ajută la înțelegerea discursului care nu poate fi făcut exclusiv. În contextul predării unei limbi străine care presupune predarea abilităților de comunicare orale și scrise în limba respectivă, scopul predării gramaticii este cunoașterea structurii limbii respective. Este extrem de dificil să stăpânești o limbă la nivel oral și este imposibil fără să studiezi gramatica limbii engleze.

Cuvinte-cheie: gramatică, sintaxă, reguli, elocvență, comunicare

At any level, the basic tools students need to speak English with confidence are Grammar, Vocabulary, Pronunciation. Grammar is very difficult to define. One could consider the systemic features of a language or one could consider the study of those language features. One could go further and look at types of grammar, for example, traditional grammar, formal grammar or functional grammar. A simple definition of grammar does not exist. Celce-Mucia and Larsen- Freeman [3, p.123] define grammar as serving two purposes, that is, structure and communicative use. Their definition is based on three levels, which are revolve around sentence structure as the basic unit of meaning in English. The three levels are:

- a) the “subsential or morphological level”;