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## USEFUL STRATEGIES IN TEACHING PRONUNCIATION

### STRATEGII EFICIENTE LA PREDAREA PRONUNȚIEI

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**CZU 811.111:378.147**

#### Rezumat

Prezentul articol descrie o tipologie a strategiilor didactice ce sunt eficiente la predarea-învățarea pronunției în limba engleză. Pronunția este învelișul sonor al limbii și o pronunțare corectă este o măsură a succesului și un indicator al competenței de comunicare a vorbitorului. Pentru a fi eficienți în procesul de învățare, atât cadrul didactic universitar, cât și studentul trebuie să posede o gamă largă de strategii generale și particulare. O strategie didactică este eficientă atunci când antrenează studenții, când se adaptează la particularitățile psihologice ale învățării, când duce la o învățare creativă. În contextul problemei de cercetare realizate, am abordat procesul de formare a competenței fonologice din perspectiva strategiilor expositive, algoritmice, euristice și comunicative.

**Cuvinte-cheie:** strategie, pronunție, expositive, algoritmice, euristice, comunicative.

#### Abstract

The present article describes a typology of didactical strategies which are efficient in teaching-learning the pronunciation in English. Pronunciation is the cover of the language and correct pronunciation is a measure

of success and an indicator of the communicative competence of the speaker. In order to be efficient in the process of learning, both the teacher and the student have to possess a large range of general and particular strategies. A didactical strategy is efficient when it trains the students, when it adapts to the psychological peculiarities of learning, when it leads to creative learning. Thus, in this context we have approached the process of the phonological competence formation from the perspective of the following strategies: expositive, algorithmic, heuristic and communicative.

**Key-words:** strategy, pronunciation, expositive, algorithmic, heuristic, communicative.

*Pronunciation* is one of the most difficult aspects of English to acquire and the target of comfortable intelligibility. It is the *most important and significant problem* that non-native English speakers must face when studying English that can lead to positive or negative impression, misunderstanding and any kind of ineffective communication. *Correct pronunciation is a measure of success and an indicator of communicative competence* [8].

*Pronunciation* refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (prosodic aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions closely related to the way we speak a language [3].

Pronouncing sounds involves both our minds and our bodies. When you learn new sounds, you need to learn to move the muscles of your mouth in new ways and change the pronunciation habits you've built up all through your life. This isn't easy because our brains developed a *phonological filter* that lets us hear the sounds of our own language very efficiently but "*filters out*" and ignores unfamiliar, unnecessary sounds. When students hear new sounds, it is difficult to identify or understand them - we're still hearing through the filter of our first language. To pronounce a new language well, we need to learn to hear again. We have to remove the filter that is hiding some of those new sounds so that our brains can hear, accept, analyze, and get ready to imitate them. In order to have success, to learn to pronounce intelligibly and to obtain a good pronunciation teachers are to implement useful strategies which are very helpful when following the didactical path. [7].

The process of teaching-learning English as a foreign language requires a number of *didactic strategies* which include the ensemble of methods, means and models of its organisation for to achieve the planned objectives. A teaching strategy is a way and means of organizing and facilitating learning experiences. A didactical strategy is efficient when trains students, when is adapted to psychological peculiarities of teaching, when leads to creative learning [4].

The process of the formation of the phonological competence requires the following strategies: *expositive, algorithmic, heuristic, communicative*.

**The expository strategies** are used both to offer the necessary notional support for understanding a theme and to make the students become sensitive to a thematic unit, to make them understand the modalities of treating the theme, to offer means of adequate phonetic expression. I. and M. Albulescu consider that this resorts not only to transmit a volume of knowledge but also *to guide the student in his studies; to explain to the learner how to treat a theme; to introduce or revise new points of view; to present necessary models for the development and improvement of the student; to show techniques and methods of thinking and*

*action; to explain to everybody on the path which he will traverse in the development of the theme; to help the student organize his knowledge on a superior level of synthesis; to provide him with adequate means of learning; to sensitize the students to activity* [1, pp. 105-106].

Expository is an approach to teaching which a teacher uses to impart or expose knowledge to the students. The teacher tells students both the generalizations and specifics which are expected to be learned. They are further defined as strategies that are particularly effective for presenting declarative information in a step to step way through lecture, explanation and the provision of guided practice through oral drills [2]. Examples of methods which fall under these are lecture, storytelling, narratives, teacher demonstration, text reading, recitation, note-dictating, audio-visual presentations etc.

**Algorithmic strategies** refer to following some concrete steps, rigorous succession of operations which describe step by step the traverse of the process of learning. Algorithmic strategies support the development of general reasoning, problem-solving and communication skills by giving students the skills to fluently interpret and design structured procedures and rule systems. Such procedures and rule systems can be found in a wide range of curriculum areas, with complex rule systems frequently found in the syntax of languages, in scientific classification, and in legal reasoning.

The imitative, expository, demonstrative are part of the algorithmic strategies. They are extremely important for the development of the articulatory base of pronunciation of the sound, of the phonematic hearing and verbal expression in the target language [5].

**Heuristic strategies** are based on dialogue, on a technique of questions and answers reasonably formulated. Heuristic strategies also known as discovery or inquiry or experimental or facilitation, refers to an approach in teaching and learning where the learners are left to explore; find out information for themselves. The word 'Heuristic' has been derived from the Greek word 'Heurisko' which means 'I find' or 'I discover'. This method implies that the attitude of students shall be that of the discoveries and not of passive recipients of knowledge.

#### *Advantages of Heuristic Teaching Strategies*

1. It greatly aids and facilitates the overall achieving of cognitive, psychomotor and also affective objectives. i.e. it helps in the development of an all round child.

2. It serves to develop an attitude of scientific exploration and creativity for respective learners.

3. By the teacher encouraging the students to explore the environment by themselves in search of an adequate solution of the problems, the learners get to discover knowledge by themselves knowledge which is easily retained by the learners.

4. The learners are placed in situations in which they have to learn by themselves and through self-experience. This has the ripple effect of teaching the learners the skill of self-reliance in the learners.

5. In this method, pupils realize the problem, think about it, observe it, test it and conclude about it. This creates scientific attitude in pupils. Hence, this method is a scientific method of teaching.

6. This is a psychological method as the student learns by self-practice. The maximum learning by doing is involved. Students learn by doing themselves.

7. In heuristic method, in addition to the mental and reasoning powers, development of self-confidence and intellectual inter-dependence etc. also occurs gradually. This prepares them to solve any problem likely to arise in future life.

8. In heuristic method, the entire task is completed in school. This solves the problems of home work automatically.

9. This method motivates pupils for doing more difficult tasks. This also avoids the hindrance of individual differences in learning.

10. In this method, pupils work themselves and consult themselves. This coordinates their physical and mental powers. It develops in the student a habit of diligence.

11. This method does not allow the pupils for cramming of ready-made knowledge. The knowledge is gained by self-activity and hence it is retained for a longer time.

12. Power of observation and reasoning and drawing inference are developed. It creates clear understanding.

13. It is a meaningful learning. The student learns by doing so there is a little scope of forgetting. It develops self-confidence, self-discipline in the students. The students acquire command of the subject. He has clear understanding about notions of the subject.

14. It gives the student a sense of achievement. The methods make them exact and bring them closer to truth. It develops scientific attitudes among students by making them truthful and honest for they learn how to arrive at decisions by actual experimentations.

15. It inculcates in the student the interest for the subject and also develops willingness in them. It develops the habit of enquiry and investigation among students. It develops habit of self-learning and self-direction.

16. It provides scope for individual attention to be paid by the establishing cordial relations between the teacher and the taught.

**Communicative strategies** are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. These strategies, with the exception of switching languages, are also used by native speakers.

The term *communication strategy* was introduced by Selinker in 1972 [10], and the first systematic analysis of communication strategies was made by Varadi in 1973. There were various other studies in the 1970s, but the real boom in communication strategy scholarship came in the 1980s.

*Communicative strategies* can be verbal, nonverbal, or visual. Integrating all the strategies together will allow you to see the most success. This allows a business to meet employee needs and increase workplace knowledge.

**Verbal communication strategies** can be broken down into the two categories of written and oral communication. Written strategies consist of avenues such as e-mail, text, and chat. Examples that fall into the oral category are phone calls, video chats, and face-to-face conversation.

**Nonverbal communication strategies** consist of mostly visual cues, such as body language, facial expressions, physical distance between communicators, or the tone of your voice. These cues are typically not intended. However, it is important to realize the message you are sending. Otherwise, you may be saying one thing, yet the receiver is hearing another.

**Visual communication strategies** can be seen through signs, webpages, and illustrations. These strategies are used in the workplace to draw attention and provide documentation. Human resources is required to post certain visuals throughout the workplace to comply with safety laws.

*Communicative strategies (active / participating)* refer to the use of the learned material in different communicative contexts, by methodological valorification of it. These strategies have concrete finalities:

- the application of different techniques by the students for efficient learning, thus this learning becomes a personal project of the student assisted by the teacher who can be an organizer, mentor or manager of a concrete situation of learning;
- the contribution to the development of the critical thinking of the students, the development of their capacity to formulate or to give personal opinions as to concrete problem, to participate in discussions, debates, to choose rationally some optimal solutions out of many possible, the capacity of solving problems in an optimal time and efficiently.
- the development of individual working capacities, group cooperation and the acceptance of various opinions.

On the basis of the above mentioned it should be stated that the strategies are built starting from the characteristics of learning too:

- *learning by reception / passive hearing;*
- *learning by discovery, from the empirical point of view;*
- *learning by direct practice, from the own experience;*
- *learning by simulation;*
- learning by experimenting, repetition or imitation [6].

A teacher plays a vital role within a few hours in the classroom by delivering the daily specific planned content which is a part of curriculum for a specific grade. It depends on the teacher to plan it out and use *effective strategies* for its instructional deliverance [10]. Teachers must have passion for learning and teaching as well as to understand needs and interests of the students. World is changing and advancing day by day, so teachers need to be technology savvies as well, in order to meet new global emerging demands. Strategies are necessary for students to use in order to foster their application of results in education.

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## TEACHING STRATEGIES FOR STYLISTIC ANALYSIS OF LITERARY TEXT

### STRATEGII DIDACTICE ALE ANALIZEI STILISTICE A TEXTULUI LITERAR

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**CZU 811.111’3:378.147**

#### Abstract

The analysis of the literary text from the stylistic perspective supposes the linguistic-artistic comprehension of the work, the understanding of the word and its meanings, the decomposition of the artistic imaginary, because the writer selects, combines words and meanings, operates "aesthetic deviations". Stylistic analysis follows the essential aspects of the work under the analysis of the realization of the expressiveness, of the craft of the words that denote, color and soul.

**Key-words:** phonetic level, lexical-semantic, morphological structure, syntactic level, style figures, expressiveness of structures

#### Rezumat

Receptarea textului literar din perspectiva stilistica presupune descifrarea lingvistico--artistica a operei, intelegerea cuvintului si a talentelor sale, descompunerea imaginarului artistic, pentru ca scriitorul selecteaza, combina cuvinte si sensuri, opereaza devieri" estetice. Analiza stilistica urmareste aspectele esentiale ale operei sub raportul realizarii expresivitatii, al mestesugului cuvintelor ce primesc relief, culoare si insufletire.

**Cuvinte-cheie:** nivelul fonetic, lexical-semantic, structurii morfologice, nivelul sintactic, figurile de stil, expresivitatea structurilor

Literary criticism is an important aspect of literary studies. A post graduate students who is called a master in subject, must know how to analyse a piece of literature. Stylistics