

Predarea gramaticii limbii engleze prin comunicare  i  n situa ii de comunicare profesionale

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SUMMARY

The English course of lessons is aimed at developing effective written and spoken communication and the right use of the system of punctuation marks. It can be analysed from the viewpoint of pedagogical, psychological, linguistic and methodical sciences. It helps to identify differences and similarities between our mother tongue and a foreign language.

O comunicare este cu at t mai efektivă cu c t este expusă corect, este scurtă, clară  i cu-prinzătoare.

Indiferent de con inutul propozi iilor pe care le roste te, emi torul adoptă  ntotdeauna o anumită atitudine fa ă de acest con inut, - afirma Charles Bally, subliniindu-i importan a c nd o denumea sufletul propozi iei (Leon Levi chi, 1994, p. 70).

 n literatura  tiin ifică din domeniu  nt l-nim termenul de „modalitate” pentru a exprima acest sentiment.

Modalitatea exactă a unei replici este deosebit de importantă  i se clasifică  n (Leon Levi chi, 1994, pp. 70-72):

- modalitatea exprimată fonologic;
- modalitatea exprimată stilistic;
- modalitatea exprimată gramatical;
- modalitatea exprimată lexical;
- modalitatea  n limba vorbită care poate

fi redată prin mijloace extralingvistice, at t de importante ca gestul, mimica, tăcerea  i pauza;

- modalitatea  n limba scrisă poate fi reprodusă prin mijloace fonologice, lexicale, gramaticale, stilistice  i extralingvistice.

Consider că modalitatea  n limba scrisă este totalitatea modalită ilor integrate  i că modalitatea exprimată gramatical ocupă un loc central  n totalitatea de modalită i.

 n morfologia engleză, modalitatea ocupă,  n primul r nd, zona largă a modurilor

verbale (indicativ, condi ional, subjonctiv  i imperativ), precum  i a verbelor defectiv modale (Leon Levi chi, 1994, p. 71).

 n sintaxă, modalitatea caracterizează,  n primul r nd, clasificarea fundamentală a propozi iilor - propozi ii enun iative, propozi ii interogative, propozi ii exclamative  i propozi ii imperative (Leon Levi chi, 1994, p. 72).

J. Kapstein interpretează modalitatea  ntr-un sens mai larg, fiind clasificată ca (Leon Levi chi, 1994, pp. 70):

a) modalitate intelectuală (crezare, convingere, scepticism,  ndoială, bănuială, posibilitate, probabilitate);

b) modalitate emo ională (supărare, admira ie, dragoste, dorin ă, ură, apreciere, dezaprobare, triste e);

c) modalitate voli ională (fermitate, ordin, necesitate, rugămintea, stăruin ă, cerere).

Mijloacele lingvistice  i extralingvistice sunt foarte importante  n succesul comunicării at t  n formă verbală, c t  i  n formă scrisă.

Astfel, cursurile de lec ii predate la Academia de Administrare Publică sunt cursuri mixte de Limbă engleză  i Management, Administrare Publică  i Rela ii Interna ionale ( n func ie de specialitatea studiată). Aceste două extreme ce au argumentare  tiin ifică din punct de vedere pedagogic, psihologic, lingvistic  i metodic, sunt integrate prin comunicare.

Cursurile elaborate răspund la trei întrebări:

1. Ce să predăm?
2. Cum să predăm?
3. Pentru cine să predăm?

Ținând cont de continuitatea studierii limbii engleze la Academia de Administrare Publică, rolul principal îl deține subiectul analitic și subiectului gramatical îi revine un rol secundar. Este important ca profesorul să identifice temele gramaticale centrale și temele ce prezintă dificultăți în utilizare la nivel de comunicare, deoarece gramatica limbii engleze este un domeniu complex.

Am identificat dificultăți în aplicarea regulilor gramaticale în situații de comunicare. Situațiile de comunicare pot interveni spontan pe parcursul lecției sau pot fi generate de către profesor.

Am identificat dificultăți în inițierea unui dialog din partea instruiților. Am identificat dificultăți în utilizarea timpului *trecutul perfect*, deoarece instruiții nu utilizează *mai mult ca perfectul* în limba maternă.

Am identificat necesitatea practicării regulilor gramaticale la nivel de aplicare și integrarea acestora cu informația de specialitate în scopul dezvoltării unei comunicări fluente în limba engleză. Am identificat dificultăți în utilizarea corectă a sistemului semnelor de punctuație, deoarece semnele de punctuație, de asemenea, exprimă un sentiment în legătură cu cele expuse și asigură eficacitatea comunicării atât în formă verbală, cât și scrisă.

Astfel, lecția de limbă engleză poate fi

considerată un mediu lingvistic creat artificial prin care se urmărește scopul de a studia literatura de specialitate în limba străină și susținerea masteranzilor în activitatea lor de cercetare ce ar rezulta în elaborarea unui articol științific cu autorizarea activității de cercetare, respectiv, predarea gramaticii limbii engleze nu trebuie să fie neglijată și nici exagerată, deoarece prin intermediul limbii străine instruiții vor utiliza ulterior structurile gramaticale și sistemul semnelor de punctuație corect în limba română.

Astfel, limba engleză apare ca un instrument ce dezvoltă atât comunicarea în scop profesional într-o limbă străină, cât și comunicarea în limba maternă.

Rolul profesorului este de a identifica, dezvolta în diferite situații de comunicare relația de tip democrat, *laisser-faire* sau autocrat dintre profesor și masterand (Constantin Cucoș, 2006, p. 332) și să contribuie la formarea stilului individual al funcționarului public, deoarece „...ce gândește o persoană se referă la conținut, iar modul său de a gândi se referă la stilul cognitiv din cele mai diferite domenii de activitate ...și chiar domeniul activităților practice” (Mihai Kramar, 2002, p. 19).

„Educația pentru comunicare cu mass-media își propune să formeze personalitatea pentru a gestiona corect mesajele mediaticе., pentru a selecta și adecva sursele informaționale în consonanță cu valorile adevărului, dreptății, frumuseții etc.” (Constantin Cucoș, 2006, p. 57).

Function	The Modal Words used in both familiar and official style	Communicative situations/ Examples
to describe certain events.	Of course / no doubt/ surely/ to be sure/ naturally/ sure/ sure enough/	When we discuss about 2010 elections in the Republic of Moldova; Ex: <i>Of course</i> , no party has enough votes to elect the President.
to describe uncertain events.	Perhaps/ may be/ probably	When we discuss about the possibility of new early elections; Ex: <i>Probably</i> , new early elections will be called for again.

to describe a desirable event.	Happily/ luckily/ fortunately	When we discuss about events we wish to happen; Ex: <i>Fortunately</i> , young protesters were not in the streets again.
to describe an undesirable event.	Unhappily/ unluckily / unfortunately	When we discuss about the Referendum failure; Ex: <i>Unfortunately</i> , the Referendum was a failure.
to affirm events.	Yes/ yes, of course/ yes, indeed/ of course/ certainly/ most certainly/ surely/ by all means/ no doubt / may be/ perhaps	When we discuss about requirements; Ex: 33% is the legal threshold for a valid vote, <i>no doubt</i> .
to negate events.	Of course not/ not at all/ certainly not / by no means	When we discuss about events we are not in favour of; Ex: "Aren't you in favour of new early elections?" he asked. "Certainly not," I answered.

Function	The Modal Verbs (official style)	Communicative situations /Examples
to express <u>physical ability/ doubt</u> .	Equivalents: Can = to be able to... to be capable to...	When somebody has a busy day; <i>He <u>is able to</u> submit the documents for approval.</i> <i>It <u>can't</u> be true.</i>
to express <u>permission</u> .	Equivalents: May = to be allowed... to be permitted to...	When somebody is allowed to do something; <i>He <u>may</u> delegate the responsibility.</i>
to express <u>obligation</u> .	Equivalents: Must = to have to... to be compelled to... to be obliged to...	When we discuss about changes aimed at efficiency; <i>The old structure of the organization <u>must</u> be replaced with a new one.</i>
to express <u>disagreement/ accusation</u> .	<u>might</u>	When we don't agree with taken decision and ask for the decision making process to be evaluated; <i>The provisions of the Law <u>might</u> be repealed.</i>
to express <u>personal opinion/ advice/ recommendation/ accusation</u> .	<u>should</u>	When we are not sure about the event; <i>The Public Procurement Process <u>shouldn't</u> be centralized in the Republic of Moldova.</i>
to express <u>necessity/ need for an advice</u> .	<u>shall</u>	When we conclude contracts; <i>The contracts <u>shall</u> be signed by both partners.</i>

		When we want to be guided in our activity; <i>Shall we approve the documents?</i>
to express <u>supposition</u> .	<u>Ought to</u>	When we don't know anything about the event, problem; <i>The Parliament sessions <u>ought to</u> last from February until July.</i>
It is used in polite offers; it is used in polite invitations; it is used to give advice.	<u>would</u>	Would you submit the documents for me, please? Would you have dinner with me on Friday? I wouldn't do this if I were you.
It is used for asking somebody to do something; it is used for ordering somebody to do something.	<u>will</u>	Will you send this letter for me, please? You will do it this minute!

The sequence of tenses			
The active voice		The passive voice	
Main clause	Subordinate clause	Main clause	Subordinate clause
the simple present tense, the present perfect	the present tenses of the Indicative Mood	the simple present tense, the present perfect	the present tenses of the Indicative Mood
<i>He thinks that</i>	a) people evaluate the policy. b)... are evaluating the policy now. c)... have just evaluated the policy. d)... have been evaluating the policy for a month.	<i>He thinks that</i>	a) the policy is evaluated by the people. b) ... is being evaluated by the people now. c)... has just been evaluated by the people. d)_____
the simple present tense, the present perfect	the past tenses of the Indicative Mood	the simple present tense, the present perfect	the past tenses of the Indicative Mood
<i>He thinks that</i>	a) people evaluated the policy.	<i>He thinks that</i>	a) the policy was evaluated by the people.

	<p>b)...were evaluating the policy at five o'clock yesterday.</p> <p>c)...had evaluated the policy by 5 o'clock yesterday.</p> <p>d)...had been evaluating the policy for two hours by 5 o'clock yesterday.</p>		<p>b)... was being evaluated by the people at five o'clock yesterday.</p> <p>c)... had been evaluated by the people.</p> <p>d)_____</p>
the simple present tense, the present perfect	the future tenses of the Indicative Mood	the simple present tense, the present perfect	the future tenses of the Indicative Mood
<i>He thinks that</i>	<p>a) people will evaluate the policy.</p> <p>b)...will be evaluating the policy at 5 o'clock tomorrow.</p> <p>c)...will have evaluated the policy by 5 o'clock tomorrow.</p> <p>d)...will have been evaluating the policy for an hour by 5 o'clock tomorrow.</p>	<i>He thinks that</i>	<p>a) the policy will be evaluated by the people.</p> <p>b)_____</p> <p>c)... will have been evaluated by the people.</p> <p>d) _____</p>
the future tense in the main clause	Any tense (except future tense) in the subordinate clause		Any tense (except future tense) in the subordinate clause
The policy will be implemented	<i>if it is evaluated.</i>		The policy will be implemented <i>after it has been evaluated.</i>
the past tense in the main clause	the past tense in the subordinate clause	the past tense in the main clause	the past tense in the subordinate clause
I thought (that)	<p>a) people would evaluate the policy the next day.</p> <p>b)...would be evaluating at that time the next week.</p>	I thought (that)	<p>a) the policy would be evaluated by the people the next day.</p> <p>b)_____</p>

	<p>c)...would have evaluated the policy by 5 o'clock the day before.</p> <p>d)...would have been evaluating the policy for a month by the end of the next week.</p> <p>e) people evaluated the policy.</p> <p>f)...were evaluating the policy at five o'clock yesterday.</p> <p>g)...had evaluated the policy by 5 o'clock yesterday.</p> <p>h)...had been evaluating the policy for two hours by 5 o'clock yesterday.</p>		<p>c)...would have been evaluated by 5 o'clock the day before.</p> <p>d)_____</p> <p>e) the policy was evaluated by the people.</p> <p>f)... was being evaluated by the people at five o'clock yesterday.</p> <p>g)... had been evaluated by the people.</p> <p>h)_____</p>
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No sequence of tenses

a) in case of subordinate clauses of universal character;	b) in case of independent clauses;	c) in case of coordinate clause (comparison) and attributive clause (subordinate clause).
(The accident in Japan happened as it had happened 25 years ago in Ukraine.) I thought that <i>this is an example of universal character</i> because the accident affects each state in the modern world today.	I didn't trust her because she isn't reliable.	She liked being a public civil servant more than she likes teaching Public Administration. She told me things which I shall never forget.

Direct speech / cited speech	Words that integrate cited speech into the reported speech	Indirect speech / reported speech
<p>The student said (had said): "I don't understand this grammar rule."</p> <p>The student said (had said) to the lecturer: "I don't understand this grammar rule."</p>	<p>I. Statements</p> <p>The conjunction <i>that</i> integrates cited speech into the reported speech.</p>	<p>The student said that he didn't understand that grammar rule.</p> <p>The student told the lecturer that he didn't understand that grammar rule.</p>

She wrote to him: "I shall visit the factory tomorrow."		She wrote to him that she would visit the factory the next day.
I said to the students: "Hand me in the tests, please!"	II. Imperative statements	I asked the students to hand me in the tests.
The guide asked me: "Have you changed the money at the Exchange Office?"	III. General questions are integrated into the reported speech with the help of <i>whether</i> or <i>if</i> .	The guide asked me whether (if) I had changed the money at the Exchange Office.
The tourist asked me: "Did you change the money at the Bank yesterday?"	Words that integrate cited speech into the reported speech are: <i>to ask; to inquire; to wonder; to want; to know</i> etc.	The tourist wanted to know whether I changed the money at the Bank the day before.
She asked me: "Where are you going today?"	IV. Special questions are integrated into the reported speech with the help of <i>pronouns</i> or <i>interrogative adverbs</i> .	She wanted to know where I was going that day.
The manager said: "Submit the documents to the Ministry for approval!"	V. <i>Orders, commands, requests</i>	The manager asked me to submit the documents to the Ministry for approval.
He said to his friend: "You are lucky!"	VI. <i>Offers, suggestions, advice, information</i>	He told his friend that he was lucky.

Function	The Conditional Mood	Communicative situations / Examples
to describe an event which happens on certain conditions in present.	The Present Conditional Tense	When we discuss about Referendum failure;
to describe an event which happens on certain conditions in the past.	The Past Conditional Tense	<i>The President <u>would dissolve</u> the Parliament, but the Plebiscite is not validated today.</i> <i>The President <u>would have dissolved</u> the Parliament, but the Plebiscite was not validated that day.</i>
to describe an event which happens on certain conditions in future.	<i>The sequence of tenses in "if" clauses</i> <i>the future tense in the main clause, the simple present tense in 'if' subordinate clause (active or passive voice)</i>	If the Plebiscite <u>is invalidated</u> today, the President <u>will dissolve</u> the Parliament.

to describe an event which happens on certain conditions in present.	<i>The Present Conditional Tense in the main clause, The Present Subjunctive II in "if" subordinate clause, active or passive voice)</i>	If the Plebiscite <u>were</u> <u>invalidated</u> today, the President <u>would dissolve</u> the Parliament.
to describe an event which happens on certain conditions in the past.	<i>The Past Conditional Tense in the main clause, The Past Subjunctive II in "if" subordinate clause, active or passive voice)</i>	If the Plebiscite <u>had been invalidated</u> that day, the President <u>would have dissolved</u> the Parliament.

Function	The Subjunctive Mood	Communicative situations / Examples
to describe an unreal event possible or not; to describe a doubtful event possible or not; to describe a recommended event (possible or not).	Subjunctive I	When we don't expect something to happen; <i>I doubt the meeting <u>start</u> in time.</i> <i>I doubt he <u>be</u> here in time.</i> When teacher recommends students to take part in the conference, but there is no certainty that students will take part; <i>It is advisable that all of you <u>participate</u> in the conference.</i> <i>Everybody <u>come</u> here.</i>
to describe an event difficult to understand; (The event fails to be real if it is not understood in details; events seem to be unreal until they are proved.)	Subjunctive II The Present Subjunctive (<i>coincides with past simple, the form "were" is used in all persons</i>). The Past Subjunctive (coincides with past perfect)	When the requirements for the office of the President are not known to the person; <i>If he <u>were</u> <u>elected</u> President, new early elections <u>wouldn't be called</u> for again.</i> When there is no conviction about a certain event; <i>If pro-western parties <u>had pulled</u> themselves together, the Referendum <u>wouldn't have been</u> a failure.</i>
to describe an event we wish to happen; to describe events we don't accept or don't agree with.	The Present Subjunctive (the verb "to wish" in the main sentence) the verb "to speak" in the main sentence	When we speak about wishes; <i>I <u>wish</u> he <u>were</u> elected.</i> <i>I wish the party <u>won</u> elections.</i> When the person doesn't meet job requirements; <i>He <u>speaks</u> as if he <u>accepted</u> personal responsibility.</i> <i>He <u>speaks</u> as if he <u>were</u> safe.</i>

to describe an event we wished to happen; to describe events we didn't accept or didn't agree with.	The Past Subjunctive (the verb "to wish" in the main sentence) the verb "to speak" in the main sentence	<i>I wish he <u>had been elected</u>.</i> <i>I wish the party <u>had won</u> elections.</i> <i>She speaks as if he <u>had accepted</u> personal responsibility.</i> <i>He speaks as if the result <u>had been</u> safe.</i>
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