

# Przegląd Glottodydaktyczny 11 (1990)

## SPIS TREŚCI

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### Sprawozdania i informacje

I Międzynarodowa Konferencja w ramach projektu badawczego „Język mówiony” – Gesprochene Sprache, UAM, Poznań, czerwiec 1988 ( <b>Izabela PROKOP</b> ) .....	109
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The article addresses the question of whether grammar is merely an intellectual construct or an entity that is somehow real, and which of these approaches best serves the study of language acquisition. The author points out that grammar can be ascribed several kinds of reality which he subsequently discusses. In conclusion, he argues for adopting N. Chomsky's biological concept of grammar.
- Krystyna CHOMICZ-JUNG:** Glottodidactic (Gd) Norm and Its Role In the Gd Process..... 38  
In this paper the notion of glottodidactic (Gd) norm is defined as a quality and quantity marker of the syllabus characteristics, comprising linguistic, metalinguistic, communicative, performative, sociolinguistic and realia and culture elements, meant for a scheduled stage or time of instruction. Changing in the course of Gd process the GO Form serves as dynamic goal list and criterion for the FL learner's performance evaluation. The Gd norm as a link of Gd syllabus and Gd evaluation in the Gd triangle leads to the elicitation of a Gd error. The notions of Gd process and its constituents: teaching, learning and acquisition processes are subsequently defined. The last two are distinguished through the metalinguistic and performative subnorms. Gd norm characteristics and its structure offers a threshold for its various functions in the description, study and improvement of the process.
- Stanisław KACZMARSKI:** A Bilingual Functional-Communicative Foreign language Coursebook ..... 44  
A new bilingual functional-communicative coursebook for intermediate learners of English in two parts, i.e. „English as Experience" by L. L. Szkutnik and „Experience through Practice" by S. P. Kaczmarek is based on the principle of heuristic procedures. A clear distinction is also made between two basic learning situations, i.e.: (a) in the classroom and (b) at home. The coursebook combines elements of (a) a functional approach, (b) structuralist-behaviorist automatization of multivariant dialogues, (c) a cognitive approach facilitating the use of the learner's intellectual potential in forming semantic-grammatical associations between Polish and English, (d) individualization of the learning process in terms of the creative use of language and emotional involvement of the learner. One of the most characteristic features of the book in question is the application of a large number of exercises and tests employing the techniques of grammatical transference and semantic/pragmatic translation related to the principle of L1 - L2 feedback.
- Maria DAKOWSKA:** Psycholinguistic Aspects of the Reading Process and the Techniques of Working with the Technical Text ..... 53  
The article discusses some recent tendencies in the psycholinguistic research of the reading process, which emphasize the integrative character of information processing and the role of prior knowledge of the reader engaged in the form of scripts; scenarios and macro structures. The traditional techniques employed in teaching the skill of reading are presented in the new light.
- Hanna SZŁAPKA:** Application of Some Elements of the Cognitive Code Learning Theory in the Teaching Process of English ..... 70  
The paper presents a new concept of teaching English at the elementary level. It shows the program and teaching techniques, the course of study on the practical use of the program, the results, their analysis and the evaluation of the modifications introduced as well as the conclusions. The concept is based on some principles of the cognitive code learning theory but it also comprises some elements of other teaching methods (including the natural approach theory). The development of the comprehension skill is stressed. The teaching process (about 70 - 100 teaching hours) concerns all

basic temporal structures for the presentation of which a grammatical commentary in the graphic form (a diagram of English tenses and sentence formulae) is used.

**Andrzej ZOMBIRT:** Relations between Audio and Visual Elements in Sound Film in Foreign Language Teaching ..... 75

The paper discusses various approaches to relations between the audio elements and visual elements in the sound film used in foreign language teaching. The author believes that both elements should be regarded as equally important, for during film perception they are complementary in that the main load of information is transferred from one element to another. Another aspect of the paper is an attempt to define accurately the meaning of some terms describing the relations between vision and sound.

### Glottodidactics at University

**Hanna KOMOROWSKA:** Pre-Service teacher Training. A Proposal ..... 89

The article contains an analysis of the present state of preservice teacher training at Polish universities, followed by a proposal for increasing the amount of time given to task-oriented observation of classroom contexts within the present curricula and teaching plans for tertiary education. In the first part of the article the author discusses several sources of inadequacies in teacher training such as ideal, decontextual models of teaching-learning processes or one-sided, dominating perspectives on situations arising in classrooms. In the second part of the article ways of conducting specialization classes and MA seminars are presented which consist in the incorporation of individual student observation of selected variables and interactions in the course of specimen sampling, time sampling, event sampling and rating procedures.

**Jan RUSIECKI:** The Teaching of Linguistic Subjects in University departments of Modern Languages In Poland ..... 96

One of the principal tasks of university departments of modern languages, training language teachers. This involves, among others, a study of linguistics: above all, the study of the grammar of the language which prospective graduates will teach. The author argues against the present system of training, under which students are taught two parallel courses: a course in grammar treated as an abstract formal system, and a course in grammar presented as a practical system of interpersonal communication.

The two streams of teaching are not correlated, and - what is more - teaching about language as a system of communication is widely considered to be less "scientific" than a presentation of the currently fashionable linguistic theory. This is to be deplored, for two reasons. First, it is the semantic-pragmatic rather than the formal-theoretic approach to linguistic communication that is relevant to the needs of future teachers. Secondly, students who intend to write their diploma theses on subjects from the field of literary or cultural studies (and these constitute the majority of future graduates - and prospective teachers) should not be burdened with courses in formal theories of language; partially in view of the unrealistically large number of compulsory subjects in the curriculum, and the overextended weekly time-table of students. The author suggests ways of revising the present system of studies, and of integrating the theoretical and the practical streams in the study of grammar.

### Reviews and notices

**D. FIUSA, M. K. KAHL, F. WEISS:** „En effeuillant la marguerite” (materiały uzupełniające do metody audialnej i ćwiczenia stylistycznego do gier językowych, Hachette/Langenscheidt (Małgorzata GNYS) ..... 97

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