

Przegląd Glottodydaktyczny 12 (1993)

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Discussion and Articles

- Hans-Jürgen KRUMM:** Grammar in Teaching German for Communication. 5
In the introductory part of his article, the author presents the current discussion on grammar teaching viewed from the communicative perspective. The aims, range and methods employed in this approach are presented. The author suggests that grammar in the process of teaching is ancillary, and supports this view with concrete examples quoted from the textbooks used for teaching German as a foreign language.
The author then proceeds to discuss the psychological aspect of the problem. He emphasizes the importance of linguistic experience acquired by the learner prior to undertaking regular instruction, as well as the necessity of analysing this experience and making use of it, transforming and extending it in the process of teaching. A comparison of perspectives of both the teacher and the learner is then provided. The presentation is based on an analysis of questionnaires aimed at finding out the strategies and motivation in the acquisition of grammar, as well as difficulties in teaching and learning grammar. The last part of the article is concerned with the presentation of the author's own theses and examples of methods of grammar teaching in the communicative approach.
- Janusz ZYDRON:** Language Redundancy in Popular Scientific Texts and FLT-Materials..... 25
The paper is an attempt to analyse the content of redundancy elements in popular scientific texts and FLT-materials. Concerning the Shamon scheme of communication, four functionally different kinds of redundancy are identified. Furthermore, the specifics of both kinds of texts are pointed out, whereas the knowledge-mediating character and the high number of redundancy elements are underlined. In popular scientific texts language redundancy is used to: (i) build up a contact with the reader, (ii) stimulate the motivation and the will to learn, (iii) facilitate the reception of texts.
The main function of redundancy in FLT can be defined as "a way of mediating and slowing down the didactic process of transmission". In addition, six other secondary functions are distinguished.
- Krystyna JARZĄBEK:** Contact with a Foreign Community and Kinetic Signs Supporting Communication..... 35
The paper consists of: 1. concise information on the disciplines investigating patterns of kinetic behaviour in various linguistic and cultural communities 2. description of kinetic signs supporting oral communication 3. description of several signs which, if used inappropriately, may lead to misunderstanding in communication between Poles and Russians 4. arguments pointing to the necessity of correct comprehension of signs used by members of foreign community.
- Czesława SCHATTE:** Idiomatic Phrases in Foreign Language Teaching on the Example of German..... 47
Part of communicative competence is constituted by idiomatic competence, that is, passive and active acquisition of foreign language phrases. In order to facilitate didactic tasks, it is necessary to distinguish between two groups of phrases. The first group includes pragmatic phrases, which are usually introduced in the early stages of teaching. The second group consists of phrases of secondary character, possessing metaphorical meaning, which can be introduced at a more advanced level of teaching. The acquisition of phrases is accelerated when they are grouped according to their equivalents (or, possibly, lack of equivalents) in the native language. Apart from enriching learners' linguistic competence, idiomatic phrases can serve as a source of knowledge about intercultural communication.

Glottodidactics at University

- Malgorzata GNYŚ, Ewa TOMCZYK-POPIŃSKA, Monika ŻELAZOWSKA:** Glottodidactic Process in Non-Linguistic Departments in the Years 1989-1991 in Poland..... 57
The article presents the results of the first part of a study into the current practice of foreign language teaching in non-linguistic departments of most higher schools subordinate to the Ministry of National Education. The comparative study was conducted by Warsaw University's Inter-University Centre of Foreign Language Teaching Methodology and concerned the organization and

implementation of the teaching process of English, German, French and Russian in the years 1989-91. The data reported here were obtained by means of a questionnaire sent by: technical universities, economic schools, agricultural schools and teachers colleges in 1991. Among the variables investigated were length and frequency of language classes, as well as the form of both the entrance and the final exam.

Urszula ŻYDEK-BEDNARCZUK: Language Errors and the Phenomenon of Interlanguage Interference..... 69
 This paper is aimed at presenting the problem of language error, which is referred to as a deviation from the grammatical system occurring in the spoken or written form of language, and secondly, as the phenomenon of interlanguage interference. On the basis of the material obtained from the learners of Polish at Martin Luther Universität in Halle, three main types of errors, namely, phonetic, morphological, and syntactic have been identified, described and explained. Attention is drawn to errors resulting from interlanguage interference. The task of the teacher is to make the learner aware of this type of error, to explain the mechanisms due to which it occurs and to provide a description of relevant grammatical phenomenon in the foreign language. For the use of teachers, a list of the most common errors encountered among German learners of Polish is provided.

Reviews and notices

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