

Przegląd Glottodydaktyczny 14 (1995)

SPIS TREŚCI

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Elżbieta Jolanta LELENTAL: Parameters of the Act of Communication in a Foreign Language vs. Foreign Language Teaching Methodology 7
Interpersonal communication is considered as a complex system of interdependent parameters. During a face-to-face act of communication each party sends and receives an overall and heterogeneous statement which is a total of several components.
If a language course is to facilitate a successful acquisition by the learner of tools which will allow him to produce and interpret foreign language utterance, glottodidactics must acknowledge the difference in the functioning of all parameters in the act of communication, i.e. not only the structural difference of the foreign language, but also the difference in the civilizational-cultural formation of the native speakers of that language conditioned by the latter.

Glottodidactics at University

Elżbieta Jolanta LELENTAL: The Dialogue as a Form of Presenting Interpersonal Communication Acts Using the Example of the Textbook *La France en Direct* by J. and G. Capelle 17
The principal aim of FLT methods in recent years has been to enable students to actively use the language in a natural communication situation. The analysed dialogue is not a presentation of communication patterns which illustrate the authentic acts of interpersonal communication. The consequence of this fragmentary model of communication realized in the school textbook in question is the limitation of students' interactional practice possibilities, because neither the communicative goals nor linguistic means which make it possible to achieve those goals are shown.

Empirical studies

Malgorzata GASZYNSKA: The Subjunctive Mood as Interpreted by Polish Authors of Books on Spanish Grammar 29
The article analyses the interpretations of the Spanish subjunctive as presented in four grammar books edited in Poland after the year 1945. In all of them it is suggested that the use of the subjunctive mood in a subordinate sentence is determined by linguistic factors only. This implies that the use of this mood does not convey any special meaning.
In the article it is suggested that, in future, authors of books on Spanish grammar should take into account recent works on the system of Spanish moods. First of all, the *futuro hipotetico* should not be considered a mood at all. Then, it should not be maintained that the principle of *concordantia temporum* rules the use of tenses of the Spanish subjunctive. Eventually, sentences in which the use of both *indicativo* and *subjunctivo* moods is possible should be commented on.

Jerzy KRZYSZPIEŃ: A Few Words about the Causes of the Intricacies in English Spelling 37
The complexity of English spelling as a cultural phenomenon may be of interest to foreign learners. Because of the past sound changes and the conservatism of the spelling, the English writing system is poorly adapted to the phonological system of the language. However, it has its regularities. One of them is the indirect symbolization involving the final -e, as in *drive*. The spelling of *live* is a departure from this rule. The vowel [a] is regularly represented by u, as in *cup*; the use of o, as in *son*, comes from an early spelling change to facilitate reading. The multiple use of vowel letters is partly due to the great vowel shift, which affected long vowels in words like *bind*, *house*, *do*, *he* and *bake*. The pair *gh* lost its original significance in e.g. *bright* and *daughter* with the disappearance of [ç] and [x], however it continues to denote [g], as in *ghost*. Enthusiasm for classical sources could result in historical misspellings, such as *author*. Interesting as its history might be, the English orthography has

to be mastered through patient memorization.

Malgorzata GNYŚ: Elements of Cultural Studies in Teaching French in Non-Linguistic Departments of Polish Universities. Present Situation..... 47
The article provides an extensive analysis of glottodidactic materials on French cultural studies used in non-linguistic departments of universities in Poland in the light of proposed curriculum changes. The analysis of FLT materials for the years 1980-1993 makes it possible to put forward proposals concerning the ratio of particular elements constituting the language course. The author suggests that the selection of FLT materials should take into account the ongoing cultural and social transformations as well as specific needs of the course.

Reviews and notices

Langenscheidts Großwörterbuch. Deutsch als Fremdsprache. Das neue einsprachige Wörterbuch für Deutschlernende. Langenscheidt KG, Berlin und München 1993 (Ryszard LIPCZUK)..... 57
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