

Przegląd Glottodydaktyczny 3 (1979)

SPIS TREŚCI

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Discussions and Articles

- Tomasz P. KRZESZOWSKI:** The Role of the Native Speaker's Grammatical Competence
In Foreign Language Acquisition..... 17
The author of the article distinguishes two senses of the word "grammar": (1) a set of rules, (2) a description of a language. Within this context he characterizes traditional textbook grammars. Later he points to the existence of LAD (language acquisition device), positive transfer and the part they play in ILL. He sees the traditional textbook grammars of Polish as being easily adaptable to the needs of the description of the Indo-European languages which are the main FL's taught in Poland, stressing the universal character of language phenomena such as category or parts of speech. He proves that the knowledge of grammatical terminology in one's mother tongue facilitates the acquisition of the notional apparatus needed for the FL description and hence develops the learner's metalinguistic abilities. Finally, the writer gives further evidence of the fact that grammar ought to be learnt and taught in a cognitive way.
- Maria KLIŚ:** Motivation as one of the Subjective Determinants in Foreign Language 29
In her article the writer discusses the results of her experimental research on the function and specific character of motivation in the process of learning a foreign language at school. The research was carried out in the primary schools in Kraków; on children learning Russian in the 5th through 8th grades. The writer came to the following conclusions: 1. the specific character of motivation for learning a foreign language at school arises from the satisfaction pupils obtain in being able to communicate in a foreign language by means of FL structures they have learnt; 2. this type of motivation determines progress in FLL to a higher degree than intelligence variables; 3. the active method of teaching, used in Poland at present does not create opportunities of stimulating the development of this form of motivation, which causes a decline in motivation during the three years of learning in school; 4. the above causes no increase in the efficiency of the realization of the referential, emotive and poetic functions and a decrease in the efficiency of the realization of the connotative and phatic functions during the three years of learning with a slight increase in the general level of intelligence among pupils under control.
- Anna NIŻOGORODCEW:** Role of Aptitude In Foreign Language Learning 41
The paper deals with a longitudinal empirical study whose objective was to develop methods of prediction of success in foreign-language learning by secondary school pupils. The influence of individual differences, mainly aptitude, on school performance in two secondary school forms was investigated. In one of the forms - English was taught as an ordinary course, in the other as an intensive course. Aptitude, as measured by the aptitude tests, was found to influence school performance only in the case of the intensive-course pupils. Some of the intensive-course pupils failed in foreign-language learning due to lower aptitude. The visual channel was found to play a more important role in FLL than the auditory channel. The following types of aptitude, as measured by the tests, were found to be most closely connected with success in FLL: a) visual learning facility (short-term memory and long-term memory), b) reasoning and generalizing facility (on the basis of language samples), c) sentence completion facility (ideational fluency). The influence of individual aptitude was found to increase on more advanced levels of FLL.

Glottodidactics at University

- Wanda ŻOR:** Syllabus as a Basis of FLT 62
Research undertaken within the framework of the Ministerial Project: Methods to Improve FLT at College Level, is being conducted along the following main lines: (1) working out tentative FLT syllabuses to be temporarily introduced into colleges. (2) establishing a theoretical model of the FLT syllabus as well as principles and methods of writing new FLT syllabuses. Due to the

scarcity of literature on the subject and definitive appraisals of the existing FLT courses, the first stage of research carried out so far has concentrated mainly on determining the principal factors which form the model of a syllabus, and their preliminary analysis. The factors in question were accepted as guidelines by teams set up to write new FLT syllabuses. The other factors taken into account were: 1. structure of FLT at college level, 2. students' proficiency in foreign languages after FLT in secondary school, 3. teaching objectives, 4. FL teachers (their number, age etc.) and FLT aids at the disposal of colleges, 5. application of linguistic and gLottodidactic theories.

Malgorzata KERSTEN, Zofia SZNUK: The Syllabus of English Grammar In a Higher

School of economics..... 82

The syllabus of English grammar taught at all the faculties of a School of Economics except that of the Foreign Trade Department has been based on the analysis of the test checking the secondary school leavers' knowledge of English and it has been worked out with regard to those grammar forms characteristic of the language of economics. The kinds and frequency of errors have determined the arrangement of the grammar teaching syllabus and the necessity to emphasize particular items. An adequate amount of time has been intended for practicing grammatical constructions of the English of economics with adaptation to the successive stages of language teaching. A division into groups according to the level of proficiency is recommended in order to achieve higher quality teaching.

Genowefa KOĆ: Didactic Aspects of the Manual for Foreign Language Teaching in College 101

The author deals with some aspects of the FLT manual relating to its didactic contents, structure and methodology. These three basic problems are seen from the view point of comprehensive teaching (which enables us to accept the multilayered structure of the manual) and didactic principles functioning as norms determining the structure of FLT. The author also discusses selection criteria of the manual's contents, as well as basic principles of its structure and methodology. The author attempts to describe the special character of the manual for use in non-linguistic departments, its special didactic functions, as well as its contents, structure and methodology and their relationship to the cognitive process.

Stanislaw P. KACZMARSKI: Teaching English as a Foreign Language in Technical

Universities..... 116

The paper deals with the following problems: 1. Organization of foreign language teaching (length of courses, time-tables, frequency of classes etc.) with reference to full-time and evening studies. 2. Existing tendencies in the planning and realization of the didactic process: (a) centralized, (b) de-centralized. Their advantages and disadvantages. 3. Levels of teaching English as a Foreign Language: (1) elementary, (2) continuative (pre-intermediate, intermediate and pre-advanced). 4. The main objectives of foreign-language courses in technical universities and the -problem of scientific and technical English. 5. Linguistic, methodological and functional aspects of syllabus design. 8. Criteria of evaluating students' progress in acquiring foreign-language skills. 7. English textbooks and supplementary (aural and visual) teaching materials. 8. The use of language laboratories under the present conditions. 9. English language teachers: their linguistic and professional qualifications. The role and significance of in-service training and past-graduate courses in applied linguistics. 10. The students' assessment of foreign-language classes. Their expectations, needs and motivation for learning foreign languages. 11. Analysis of the results of foreign-language teaching in technical universities. 12. Certain causes of a relatively low authority of foreign language classes in technical universities. 13. Individualization of the didactic process and the use of tests. 14. The need for a more precise definition of the goals of foreign-language teaching to technical students at university level, and for finding optimal solutions to organizational and methodological problems. 15. Proposed directions of research into the effectiveness of foreign-language didactics in Polish technical universities.

Halina STASIAK: Studies on the Effectiveness on Intensive Laboratory Courses
In Foreign Language as Applied to Higher Schools..... 130
The paper discusses theoretical foundations which underlie the introduction of intensive training into foreign language courses in universities. It gives a detailed presentation of the organisation of experimental classes and the way they were conducted at the University of Gdańsk during the academic year of 1977/78.

Jan LEWANDOWSKI: Directions of Development in the Methods of Teaching Polish
as a Foreign Language after 1970 142
In the 1970's we have witnessed a further dynamic development of different forms of teaching Polish as a foreign language; both in respect of the forms that had already existed as well as the new ones that came into existence after 1970. To the latter group belong, e.g., 5 summer courses organised by bigger universities in Poland, and destined for young foreigners of Polish extraction. The development of the structure of teaching Polish as a foreign language during the period discussed in the article has been marked by great interest in the theory of this didactic activity, which has led to the development of a new independent subdiscipline of glottodidactics. As a new discipline of science, the methodology of teaching Polish as a foreign language attempts to define its research objectives, tries to create its own methodological apparatus, and identify its place among other disciplines of science.

Reviews and notices

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