

Przegląd Glottodydaktyczny 7 (1986)

SPIS TREŚCI

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Sprawozdania i informacje

VIII Ogólnopolskie Sympozjum Instytutu Lingwistyki Stosowanej Uniwersytetu Warszawskiego (Elżbieta ŁABIŃSKA, Irena NAŁĘCZ-MOSZCZEŃSKA).....	171
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Franciszek GRUCZA: On the Impossibility of Applied Contrastive Linguistics..... 33

In recent years discussions about the glottodidactic relevancs of contrastive linguistics seem to have gained some impetus. Following a period of scepticism, attempts have been made to revive at least some of the didactic optimism contrastive linguistics used to incite. In this vein, it was conjectured that theoretical contrastive linguistics should have a concomitant in the formation of applied contrastive linguistics. The present paper takes an issue with this assumption and, ultimately, refutes it. The argument goes as follows. The emergent applied contrastive linguistics would have to fall within the bounds of contrastive linguistics. This, however, would entail a contravention of the basic principle of contrastive linguistics: the objects that are being compared are not to be changed prior to comparison. This would be so for the objective of any applied endeavours is just the deliberation of such changes.

Carl J.DODSON: Bilingualism in Foreign Language Teaching/Learning..... 45

The author focuses on the analogy between the process of second language acquisition in bilingual persons and the process of learning a foreign language. As his research conducted among the members of the bilingual community of Wales has disclosed, the second language acquisition and the first language acquisition are not exactly parallel processes: a bilingual child acquires the first language as the preferred one while he learns his second language as just another in the row, in much the same way as a monolingual person learns a foreign language. This conclusion, supported by a series of experiments aimed at choosing the most effective method of teaching a foreign language, leads the author to advocate the use of the bilingual method in developing communicative skills, both message-orientated and medium-orientated, in place of the wide-spread method of total or partial submersion in the target language.

Richard BAUSCH, Gabriele KASPER: Foreign Language Acquisition – Possibilities and Limits of the “Great” Hypotheses..... 89

The article presents the main hypotheses of the last decade which are aimed at a complex explanation of the process of foreign language acquisition. The authors discuss these theories emphasizing particularly the values of the Interlanguage Hyphotesis. They also out to the need of development of the interlanguage theory and of recognizing it as a separate field of study, which helps to improve the effectiveness of foreign language teaching.

Hanna KOMOROWSKA: Swedish Research on Foreign Language Teaching and Learning Processes 111

The article presents main trends in the Swedish research on FL teaching and learning processes. Research reports published in the last decade have been analyzed and classified into three groups. Group 1 contains research on FL teaching methodology, group 2 embraces research in the field of psycholinguistics, the psychological foundations of FL teaching methodology, developmental psychology and its contribution to the theory of FL acquisition while group 3 contains research on second

language acquisition with special attention drawn to the question of bilingualism. Emphasis is given to methodological aspects of research in particular groups as well as to their its implications and applications.

Alicja ADAMOWICZ: On Listening Comprehension of Foreign Language 123

The article is an attempt at a presentation of problems connected with teaching listening comprehension. In the authors ess opinion this skill is often tested rather than taught according to any systematic methodology based on research on speech perception processes. The article gives a review of techniques of teaching listening comprehension and evaluation of their effectiveness. The authoress suggests to distinguish between testing listening comprehension and practicing it by use of appropriate exercises.

Ewa TOMCZYK-POPIŃSKA: Research on Spoken German for the Purpose of Teaching German 139

The article presents current research on spoken German conducted in West Germany, focusing on the problems interesting from the point of view of language teaching methodology. The authoress discusses differences between spoken and written German thus arguing for the need to include the authentic spoken language into teaching curricula and materials. She also suggests a way of incorporating authentic spoken German into courses offered by Polish schools as well as criteria of selection of teaching elements helpful in elaborating materials for teaching authentic spoken German.

Empirical Studies

Malgorzata ZAMOJSKA: Analysis of Verb Forms in French Medical Sublanguage..... 151

The article presents the results of frequency analysis of verb forms in French medical sublanguage done on the corpus of ten articles published in French medical periodicals. The results of such analysis can be of help in elaborating syllabi of courses and textbooks for specialists willing to learn the chosen skill of their sublanguage in a way which would be both the most effective and the most appropriate to their needs.

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