

Przegląd Glottodydaktyczny 8 (1987)

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Discussion and Articles

Maria DAKOWSKA: The Glottodidactic Theory: What It Is and What It Is Not 7

The article presents a critical discussion of the conception of glottodidactic theory outlined in Hanna Komorowska's "Methods of Empirical Research in Glottodidactics". The issues discussed include the question of the plurality or singularity of glottodiactic theory, the axiomatic character of statements in this theory, and the projecting function of the theory with reference to the level of empirical research. Further, the value of audiolingualism and cognitivism as glottodidactic theories is assessed.

Loren ALEXANDER, Wolfgang BUTZKAMM, Stanislaw P. KACZMARSKI: Didactic Procedures of the Bilingual Method 19

Since the publication of C.J. Dodson's "Language Teaching and the Bilingual Method" (1967), the series of interrelated teaching procedures set forth in this book has attracted the attention of methodologists and teachers in many countries around the world.

Apart from their favourable reports of a successful application in the foreign language classroom both brief laboratory and complex longitudinal experiments have been carried out that provide statistical evidence of the superiority of the method when compared to a traditional monolingual (aural-oral or audio-visual) approach.

The paper presents a current organization of the procedures of the Bilingual Method, using protocols of typical classroom interactions. The aim of the three-phase scheme is to lead the learners from an initial text, and knowing nothing about certain structures and words contained therein, to using them freely and creatively in their own texts. The phases include: (1) presentation of the material with the use of the simultaneous reading technique and meaning conveyance through the mother tongue, (2) from syntactic to semantic manipulation (with emphasis on "interpretation exercises") in order to bridge the gap between medium-orientated communication and message-orientated communication, (3) original roleplay and discussion of the students' play-lets.

The Bilingual Method makes sure that message-orientated communication does take place without ignoring the learners' need for structural simplification and an orderly progression of teaching techniques. The mother tongue is called upon to introduce or explain new material as well as to form semantic associations between L1 and L2 grammatical and lexical items in those cases where the foreign language skills are not yet up to the task.

The insistence on the creative use of language where language is a tool rather than an end in itself is at the heart of the success of the method in many classrooms.

Władysław MIODUNKA: The Reflection of the Opposition: Language Competence versus Communicative Competence in Notional Silabuses..... 41

The author discusses the basic assumptions of the communicative approach to language teaching reflected in the so-called Notional Syllabuses, dwelling both on the very concept and on the features of specific syllabuses. With help of a chart he illustrates the relationship between the type of learner and

the kind of language activity. In the second part of his article, the author deals with the relationship between language competence and communicative competence, and compares Wilkins semantic and grammatical categories with groups of notions worked out by van Eke and of the authors Niveau Seuil in regard to vocabulary, grammar and pragmatics, concluding that whereas the construction of notional syllabuses is based on communicative competence, the expression of general and specific notions depends on language competence.

Marek SZALEK: A Characterization of Difficulties Related to the Aural -Perception of Foreign-Language Text..... 55

One cause of failures in the teaching of listening comprehensies in inadequate realization of the difficulties which result from the specificity of this ability. There are four groups of actors determining their character: (1) linguistic form of an utterance, (2) the content of an utterance, (3) conditions in which perception occurs, (4) the level of the learner's habits and abilities. One cause of language difficulties are the differences between the so-called 'school language' and the spoken everyday language, and the differences between the learner's mother tongue and target language occurring in all their subsystems. They constitute a source of the most severe difficulties on the phonetic level. On the lexical level they affect a degree of general comprehension of text, whereas on the grammatical level they determine its accuracy. Content-related difficulties usually occur on three levels: (1) the subject-matter of a message, (2) logical development of argument, and (4) main motif or utterance intention. Conditions in which reception takes place have both positive and negative effect on the process of aural perception. Comprehension is facilitated by paralinguistic and extralinguistic features of a communication act. Apart from that, there are a number of other factors which may impede comprehension: subjective factors - which are related to the participants of a communication act, and objective factors - which are related to the specificity of aural perception (e.g. uniqueness and speed of speech).

The ability to understand spoken messages consists of many partial habits and skills, and a number of specific didactic measures are required for their development - this problem is also given due consideration in the article.

Janusz FIGAS: Language Perception: A Contribution to Psycholinguistics and to the Theory of Second Language Acquisition..... 81

Cybernetically orientated psycholinguistics tends to describe the process of perception and production of speech in terms of feedback controlled systems. In modelling the process of linguistic perception, the problem of discrete units in the speech signal and quantization of continuum arises some difficulties. For the model of quantization the necessity has arisen to limit it to the preliminary transformation of signal at the highest stage of analysis. The model of quantization is based on the analysis-by-synthesis theory of speech recognition. Its relevance for glottodidactics results from the negative psycholinguistic processes in second language acquisition. Receptive strategy of second language communication consists in the reception of information from the inaccurately quantized signals. It results in "pidginization" of the skill of hearing and understanding and "fossilization" of interlanguage subsystems. The glottodidactics tends to develop "the strategy of counteraction" a

defect.

Malgorzata TRYUK: Lexicometric Vocabulary Studies..... 101

The article presents the statistical method of studying the vocabulary, referred to as lexicometrics, which has been applied in France for several years. The lexicometric studies embrace two types of analysis. The first deals with the lists of frequency of lexical units examined separately and out of context. Out-of-context frequency studies are supplemented by such new statistical methods as e.g. factor analysis of correspondences or specificities analysis. The second type of lexicometric studies focuses on contextual, syntagmatic analysis of lexical units, their context included, and is preoccupied with quantitative relationships between examined units. The author concentrates on the second type of analysis, points to its limitations and applications in lexicological contrastive studies as well as in the teaching of special-purpose vocabulary.

Adam MARCHWIŃSKI: Some Differences between the Process of Foreign Language Teaching and the Process of Teaching Translation..... 119

Some Differences between the Process of Foreign Language Teaching and the Process of Teaching Translation Starting with the assumption that translator's competence differs from "normal" language competence, the author attempts to determine some differences between the process of teaching a foreign language and the process of teaching translation. He concludes that the chief difference between the two lies in the fact that regular language courses lack exercises comprising the so-called pragmatic translation, which is the major element of translator training program.

Jarosław ANCZEWSKI: Research on Individual Differences in Skill with Foreign Languages 129

The article is devoted to the presentation of the research on individual differences in skill with foreign languages. The research has centred upon two groups of variables. The first group comprises attitudes and motivation of the second language learner while the other - his aptitude and intelligence usually measured standardized IQ tests. The author of the article makes an attempt at analysing the research on individual differences against the background of the investigations carried out in the field of general and social psychology and sociology.

Glottodidactics at College Level

Hanna ŻMIJEWSKA: Foreign Languages in French Secondary Schools 153

In the French system of schooling the teaching of the first foreign language is provided for seven years in general schools for six years in vocational schools. The four-year elementary course starts in grade six of the primary school. The aim of the course is to develop communicative competence so that the learner could fluently communicate in everyday situations. The elementary course includes situations typical for the future foreign-language use. The three-year course at a zero advanced level starts in grade two and includes knowledge of society, culture and civilization.

The second foreign language forms an obligatory subject in classes covering the arts curriculum but the learners can choose between Latin and a modern language. In classes working according to the science curriculum the second foreign language is optional. In the French educational system special

emphasis is given to many-sided personality development.

Jan LEWANDOWSKI: Polish Studies and Teaching of Polish broad..... 161

The first part of the article presents the activity of the Polish Ministry of Science and Higher Education aimed at the development of Polish studies abroad. The second part is a presentation of the situation of Polish studies abroad, and the teaching of Polish in foreign slavic centers. In the conclusion of his article, the author sets up certain research objectives connected with: (1) the courses of Polish offered by foreign universities, (2) the training of Polish studies specialists abroad, (3) further training of teachers of Polish as a foreign language.

LE DINH TU: Analysis of Phonetic Errors Made by Vietnamese Students of Polish..... 175

The record of phonetic errors made by Vietnamese students of Polish is too long to be discussed in such a short article. Therefore the author deals only with the most frequent and typical errors, such as mainly the errors caused by interference of the native language. The article is an attempt at determining phonetic and didactic reasons of these errors, and at their classification.

Reviews and notices

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