

same author *The Teaching of English* (PWN, Łódź, Warszawa 1957).

On the other hand certain works should have been included no matter how persistent the author's reservations might be. A pioneer work by Palmer *A Grammar of Spoken English on Strictly Phonetic Basis*, Cambridge, W. Heffer and Sons Ltd. 1939 has its lasting place in any bibliography devoted to applied linguistics. One of the best monographs on the subject *Language and Language Learning* by Nelson Brooks, published in New York in 1960 by Harcourt Brace was, too, surprisingly enough ignored by the author. The absence of a collected effort of the Soviet authors entitled *Mietodika naczelnowo obuczienija inostrannym jazykam (Methodology of Teaching Foreign Languages at the Beginners' Stage)* edited by I. W. Karpowa and I. W. Rachmanowa is hard to be excused. „*The Linguistic Reporter*”, *Newsletter of the Center for Applied*

*Linguistics of the Modern Language Association of America*, should have been listed among the periodicals.

It seems obvious that a work of this type should also devote some space to listing the most important current textbooks used in teaching particular languages with short comments stressing their advantages and shortcomings.

In conclusion, it is necessary to say that the discussed work treats of too many problems in too little space to be argumentative enough and convince those who are not converted to views similar to those of the author, and for the very same reason those „converted” are not likely to find anything new in the book. We are of the opinion that all possible future attempts in this area should be much more specified so that the material covered in them can be treated in a more exhaustive way.

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LESZEK SZKUTNIK *Ćwiczenia konwersacyjne do nauki języka angielskiego* (Warszawa 1961) Kluby MPiK „Ruch”, 16, pp. 331.

The book under review contains conversation drill materials being the result of the author's teaching experience carried away from the English classes for beginners organized at the International Press and Book Club (MPiK) in Warsaw in 1960/61. It is intended to complement a handbook proper. It must be said at the very outset that the booklet could also be useful in the second stage of a course started with an elementary oral practice without manual.

The main goal of an oral practice like that presented by the author, is to activate the basic structures of spoken everyday English, which cannot be done without a model and control of a teacher, possibly a native speaker. The value of the booklet is raised by

a detailed methodical introduction. Some of the assumptions expressed in it are worth quoting.

(1) „Mowa jest punktem wyjścia w nauce języka”. (2) „Mowy należy uczyć się przez mówienie (naturalne mówienie — słuchanie).” (3) „Kluczem do opanowania języka jest nauczanie się na pamięć (najlepiej ze słuchu) odpowiedniej ilości zdań — wzorców w sposób automatyczny”. (4) „Najtrudniejszym elementem w nauce języka jest nie samo zrozumienie wzorów, ale ich zapamiętanie (którego zrozumienie jest częścią)”. (8) „Wymiana elementów leksykalnych i wyrażeniowych zdania-wzoru przy zachowaniu niezmienionych treści gramatycznych zdania jako całości (szyk zdania, słowa strukturalne, elementy fleksyjne) jest właściwą nauką gramatyki rozumianej funkcjonalnie”.

For the specialist all this may be a matter of course, for an average teach-

er and student of English, however, it is a question of account to realize or to recall these principles. Instructions as to how the material is to be handled are not missed, either. They amount

## I

Heading: new construction or idiom as the invariable member (word, phrase, sentence)

The dialogue pattern consisting of invariable members (new ones and those learned before)

Substitutes, i.e. the variable members of the complete dialogue of several sentences

Free space for notes, e.g. phonetic ones.

In the dialogues the two links form prevails: X. Question = Q, Y. Answer = A, X. Question = Q, Y. Answer = A. i.e. Q.A.Q.A., or in the inverse order like S.Q.A.Q.A. (S = statement, being structurally equivalent to answer, both represented by declarative sentences). Very often a third link is added, e.g. S.Q.A.S., S.S.Q.A, Q.A.S.S, sometimes, like in dial. 91, 99 and 143, four links are introduced into the conversation in a form of Q.A.Q.A (Q.A) or S.S.Q.A.Q.A. This variety of dialogue form can be completed by a pattern without the question link, among others by replacing the latter with an optative sentence (dial. 144, 150), e.g. I want you to help me with my work (instead of Won't you help...?). Occasionally the exclamatory forms occur (Let's go! Poor John!) but imperative links are missing. Most suitable will probably be a conversation drill comprising on each of the collocutors' part both question and answer (statement). Example Q.A.Q.A (dial 99): X. What will you do tomorrow? Y. I'll probably go to a football match, and what about you? X. I'll probably take a trip out of Warsaw.

The lack of four links pattern is partly made up by a corresponding change of roles, a chain drill recommended by the author in his intro-

to the requirement of a frequent and small dosage of the exercises. The form and arrangement of the exercise texts can be scheduled as follows:

## II

Complete dialogue pattern

Polish translation of the complete dialogue pattern

Polish translation of the complete dialogue pattern

Polish translation of the complete dialogue pattern

ductory notes. The question tag construction is made the object of the final two links exercises of the book.

All conversations are made to fit the progression of the grammatical structures, introduced in accordance with the table of contents although the farther parts of the book their sequence is not so strictly followed. Among the initial structures the static and for the elementary conversation rather immaterial construction This (that) is ..., The ... is etc. has been omitted in favour of He (she, it) is ... etc. The latter as referring to persons and not to things is with respect to its communicative value more productive and means less pronunciation difficulties for the beginner. New vocabulary items appear partly arranged according to their meaning in semantic fields. The antonymic opposition is made use of in the case of predicate adjectives only (dial. 3, 4, 31, 33, 34), e.g. simple : complicated, useful : useless etc. The substitutes as well as the invariable members of the pattern are reintroduced in the subsequent dialogues, thus making possible their memorizing and gradual „automatizing" for habitual areflective use. The slots of the substitute classes are uniformly denoted by numbers, e.g. 1 = present infinitive, infinitive phrase,

2 = predicate in simple past, 3 = past participle, 4 = adjective, adverb etc., when temporal phrase specially denoted by „t" (after for) and „p" (after since).

In this book the conversational oral practice approach based on the substitution technique and on the paired sentences exercises (like the above mentioned SQ-link I'll go probably to a football match, and what about you?) has been for the first time successfully adopted for Polish learners. This approach can be considered a moderate variant of the indirect method. It does not involve the traditional grammatical and vocabulary analysis, common to most schooltextbooks with reader lessons, but it takes into account the native language of the student by offering comparison facilities with the Polish translation. Furthermore this method does not provide for the students' limits of age, although the text selection makes the book more suitable for adults. The pattern translation should be of auxiliary significance only, without evoking conscious reflexes as to the transformation of the English pattern content. The effectiveness of this approach finally depends not only on the manual but also on the teacher's ability to train the students in the possibly best way in what we call an areflective use of vocabulary and structures. Under the assumption of the primary character of speaking, determined by L. Zabrocki's concepts<sup>1</sup> of analytic speaking (oral) code — making possible the aural perception of a text — and the synthetic speaking (oral) code, coupled with the latter — which governs the verbal reproduction — we have in our case an accessory transpositional relation between the analytic graphic code (governing the reading) and the before mentioned analytic oral code.

A kind of feedback to the speaking code may this be possible, which is supposed to reinforce the teaching process. This may prove right in advantageous circumstances only when spoken language predominates in our practice. Otherwise the graphic code as a reflective transpositional one will in a retarding way interfere with the direct areflective coupling between the analytic and synthetic speaking codes. Generally speaking in the process of learning no positive transfer can take place between such skills as translation and grammar rules adoption (as the formal, paradigmatic and syntagmatic procedures) on the one hand and the active speaking — comprehending in the foreign language on the other hand. The only exception may be adults with deeply established habits and metalinguistic knowledge of the native language oral and graphic code. Szkutnik's approach represents a kind of functional (not formal, grammatical) paradigmatic procedure and may be regarded as an integrant of the oral training activities. Except for possible interferences with the speaker's vernacular the transfer does not take place at all. The method could prove even more effective if supported by extralinguistic, i.e. visual and demonstrative aids and actions. Repeated listening and comparing through mechanical reproduction is left out of account here.

After these general remarks it may not be amiss to touch on some methodical details. In the dial. 1—5 the author makes use of the predicate adjectives despotic, tolerant, energetic, phlegmatic, dogmatic, (in)discreet, (un)popular, (un)intelligent, egoistic, altruistic as substitutes which are foreign words current in Polish. Thus he purposely takes advantage of the existing lexical analogy at this point between

<sup>1</sup> *Sprachkode*: Zft. für Phonetik, Sprachwissenschaft und Kommunikationsforschung 14 (1962) H. 1, p. 64—73. *Sprachkode in der Erlernung von Fremdsprachen*: Reprints of the Papers for the IX International Congress of Linguist, Cambridge (USA) 1962, p. 116.

both languages in order to reduce the difficulties which the students encounter in adopting the elementary structures with *is*, *is not*, *isn't*<sup>2</sup>. This may be methodically justified but adjectives like that sound unnatural and depart from the normal usage, especially as regards items of little communicative value, such as *despotic*, *altruistic*, *dogmatic*, probably used because of the antonymic opposition only. Also a few other expressions which at first appearance look like *polonisms* probably, have not been introduced merely by chance, e.g. *It's complicated* (p. 52), *after hours* (p. 87), *that depends*, *motives* (p. 126). Some shortcomings in the translation of the full pattern into Polish could likewise be interpreted this way. There is hardly any methodical gain by a literal translation like that given on p. 79 and 149: *I'd like him to be a good boy. „Chciałbym, żeby on był grzecznym chłopcem”*. *I'm sure she must be flirting with John. „Jestem pewien, że musi flirtować z Johnem”*. *What makes you think so? „Co sprawia, że tak sądzisz?”* To some of the dialogues are added witty and felicitous pictures drawn by Karol Ferster, illustrative of the situations touched.

Some doubt arises, however, about the scene taken from dial. 11. Without the respective subtitle *He is tolerant* the same scene on the cover must be looked upon as rather uncommon for English manners.

The book is almost free of errors, the only misprints noticed are *pleg-matic* on p. 15, *et* on p. 30, *going on* p. 235. Apart from stylistic questions I'd like to suggest following sentences to be corrected: I suggest that you should go to a dance (dial. 60) — should to be dropped; What may Henry be doing now? (dial. 73) — may to be replaced by *can*; ...it is complicated to... (heading of dial. 22) — to be formulated more clearly. A certain simplicity of content of some dialogues is obviously due to the difficulties in obtaining a reasonable cross between the progressive introduction of new vocabulary and that of grammatical structures.

To conclude: Szkutnik's „*Ćwiczenia*” present an easy and effective approach to the oral pattern practice. The lexical substitution technique adopted there deserves to be applied to the conversation patterns of other European languages.

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ANTONI NIKIEL *Język niemiecki dla początkujących*. Państwowe Wydawnictwo „Wiedza Powszechna”, 2 Aufl., Warszawa 1964.

Das Handbuch besteht aus fünf Teilen — einem Einführungsteil, einem Hauptteil, einer Zusammenstellung der grammatischen Erscheinungen, einem „Schlüssel” und einem deutsch-polnischen und polnisch-deutschen Wörterbuch. Technisch ist das Handbuch in neun Hefte gegliedert. Das erste Heft enthält das Inhaltsverzeichnis und den Einführungsteil, der aus Hinweisen für

den Lernenden und einer Besprechung der deutschen Aussprache und Orthographie besteht. Den Hauptteil machen 50 „Lesestücke” aus; sie füllen die Hefte II bis VI. Das nächste Heft (VII) umfasst die Zusammenstellung der vorgekommenen grammatischen Erscheinungen. Das folgende Heft (VIII) enthält den „Schlüssel”, d.h. es enthält Übersetzungen der Lesestücke und Lö-

<sup>2</sup> Of this methodical novelty the author informs in a separate paper: *Języki Obce w Szkole* 5 (1961), p. 308.