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ABSTRACT
        This annotated bibliography lists 118 selected
articles in the field of applied linguistics and language instruction
which appeared in the journal "Modern Nyelvoktatas" from 1963 through
1970. The two categories containing the largest number of entries
are: "Applied Linguistics/Linguistics" and "Pedagogy and Russian
Language Teaching." Other categories include: (1) Language Teaching
and Theory of Information, (2) Computer Translation, (3) Mathematical
Linguistics, (4) Theory of Teaching Material--Modern Language Books,
(5) Audio-visual Language Teaching, (6)
Methodology--Programing--Intensity, (7) English Language Teaching,
and (8) German Language Teaching. (RL)

ANNOTATED BIBLIOGRAPHY

from the most significant articles of the review of TIT

MODERN NYELVOKTATÁS

(Modern Language Teaching)

1

compiled by: Gyula Ferenczy

edited by: Ágnes Szentiványi

A N N O T A T E D   B I B L I O G R A P H Y

from the most significant articles of the review of TIT

MODERN NYELVOKTATÁS

/ Modern Language Teaching /

APPLIED LINGUISTICS /LINGUISTICS AND PEDAGOGY/

JÓZSEF HEGEDŰS: GRAMMAR AND LANGUAGE TEACHING
/No. 1-2, 1963, page 12-31/

The three fields of foreign language teaching: 1/ practical
application of modern linguistics; 2/ psychological aspects
of language teaching; 3/ wide-spread application of technical
aids. The article deals with item one, but the author also
gives a brief outline of modern grammar /phonology, linguistic
structure, types of sentences stc./

ENDRE FÜLEI-SZÁNTÓ: MODERN LINGUISTIC APPROACH AND MODERN METHODS
/No. 1-2, 1963; p. 32-49/

The author starts from the modern synchronic linguistic approach
and attains to modern forms of methods. These are: linguistic
models, audio-visual aids. Some lesson drawn from the new
linguistic view: the introduction of structures and their ope-
rations to language teaching. The author gives a gradual/divi-
sion of their application.

FERENC PAPP: LINGUISTICS AND LANGUAGE TEACHING
/No. 3-4, 1963, p. 76-85/

The author's starting-point: the descriptive study of the
language is justified. The characteristics of this study are:
methods of mathematics and statistics, mathematical logic,
theoratical methods of intormation, theory of translation,
computer translation.

JÓZSEF HEGEDŰS: ARBITRARY USE OF LINGUISTIC SYMBOLS
/No. 3-4, 1963, p. 86-89/

The author applies the arbitrariness of linguistic symbols to
language teaching and lays down the scheme of elaboration of
linguistic symbols in foreign languages: stimulus - symbol of
the foreign language - symbol of the mother tongue - reaction.
When mastering a foreign language the following pattern is to
be taken into account: mother tongue = symbol + reality
foreign language = symbol + symbol.

1

ENDRE FÜLEI-SZÁNTÓ: GRAMMAR SYSTEM OF STRUCTURAL OPERATION
/No. 5-6, 1964, p. 13-20/

The author outlines the SO grammar /S = structure, O =
operation/, and describes the use of SO grammer in the German
language. Eventually he points out the deficiences of SO
grammar.

JÓZSEF HEGEDÜS: SOME QUESTIONS OF MODERN LINGUISTIC THECRY
/No. 5-6, 1964, p. 21-42/

According to the author one of the practical aspects of
linguistics is the teaching of foreign languages. The article
outlines the characteristics of modern linguistics which are
closest to the teaching of foreign languages. Such fields are:
language, speech, pattern and sense, system, combination,
structural level, transformation level, grammar transformation
and résumé transformation. Conclusions for language teaching:
priority of every day talk; the basis of grammar is the
sentence; the method to achieve this goal is to make the
grammar skeleton automatic and to use programmed teaching
material.

MIKLÓS HUTTERER: PLACE OF CONSTITUTIVE ELEMENTS IN LANGUAGE
TEACHING
/Vol.III. No. 1, 1965, p. 18-21/

The following details are mentioned by the author: the question
of the standard to be taught, sameness and similarity between
the mother tongue and the foreign language, the differences
between the two languages.

GYÖRGY HELL: FORMAL LINGUISTIC ANALYSIS AND LANGUAGE TEACHING
/Vol.III. No. 1, 1965, p. 22-34/

The article gives an outline of the history and results of the
formal linguistic analysis, as well as of the method of
structural language teaching. It emphasizes that sense can by
no means be neglected. Finally it shows some formal links in
the Russian language. Important conclusion: the structure of
formal unities does not correspond with the notion of sentence
structures, it is in most cases only a part of it, therefore
the sentence structure is not the only unit of practice.

JÓZSEF HEGEDÜS: PRINCIPLE OF LINGUISTIC AUTOMATION
/Vol.III. No.1, 1965, p. 35-44/

Basic principle: the linguistic formula is of conventional
character; the language is a specific system of habits; this
system of habits is the system of automatic habits; automation
is a special form of linguistic consciousness. The author
speaks of the following questions: the essence of the sentence-
focussed vieny and of the models. At the end of the article
the author points out the essence of the contrastive methods,
the principle of transformation and its application to language
teaching.

2

GYÖRGY SZÉPE: LINGUISTIC MODEL OF LANGUAGE TEACHING
/Vol.III. No. 2, 1965, p. 39-47/

The skeleton of the article: the language as the theme of
linguistics; the problem of vernacular linguistics, the
problem of the foreign language, the problem of the second
foreign language. The generative grammar is not the model of
the "speaker"; it is the model of both the "speaker" and the
"listener". What does the "problem of foreign language"
consist of?; the question of "intermediaries"; the question
of grammar-building; the relation between the first and second
foreign languages. Question: what results of linguistics can
be used in the teaching of foreign languages? Answer: directly
very little, indirectly a lot.

IVÁN FÓNAGY: RESEARCH OF INTONATION AND LANGUAGE TEACHING
/Vol.III. No. 3, 1965, p. 18-24/

First the author deals with the rapid development of the means
of phonetics, then he stresses the great importance of intona-
tion in language teaching. He shows through results and
examples how the achievements of intonation research can be
used in language teaching.

GYÖRGY SZÉPE: SOME NEW LINGUISTIC NOTES ABOUT FOREIGN
LANGUAGE TEACHING
/Vol.III. No. 3, 1965, p. 130-135/

In language teaching all chapters of linguistics can be
applied, but the order of chapters must be changed ~~changed~~
from this point of view. One must dispel the delustion that
the dealing with a language is the monopoly of the linguists.
Question: which foreign languages are to be taught in Hungary?
- The question of being bilingual. Question: who will become
a linguist? The question of guidance of foreign language is
also raised.

Mrs.   LÁSZLÓ: MONO- AND MULTILINGUALISM
/Vol. III, No.3, 1965, p. 141-149/

The author writes about the problem of mono- and multilingualism
on the basis of U.Weinreich's works and on that of the ex-
periments of Osgood and Lambert.

JÓZSEF HEGEDÜS: APPLIED LINGUISTICS AND LANGUAGE TEACHING
/Vol.V. No. 1, 1967, p. 32-47/

Starting-point: linguistics are always present in language
teaching, but linguistics are not identical with the language
we teach. Problems of linguistics applied to language teaching:
1/ the structural identity of sentences does not mean the
sameness of sentences; 2/ sentences can be reduced to basic
types; 3/ sentences can be tranformed; 4/ potential differences
may be hidden in the same structure. Then the author studies
the following questions of principle in the English language:

3

differences and sameness; the types of differences; culture
and society in language teaching; theories and methods in
language teaching and proficiency in English.

ENDRE FÜLEI-SZÁNTÓ: PHONETICS AND PHONOLOGY
/Vol.V, No. 1, 1967, p. 48-68/

The author gives a brief outline of the origin of phonology,
its division and deals in detail with phonological opposition
and different correlations. He also shows the part phonetics
and phonology play in English language teaching.

FERENC NAGY: IC ANALYSIS LANGUAGE TEACHING TRANSLATIONS
/Vol. V, No. 1, 1967, p. 150-154/

The author considers it important to follow the technique of
IC analysis with the syntactic analysis of sentences and after
the analysis of some concrete sentences draws several
conclusions useful for language teaching and translation.

JÓZSEF HEGEDÜS: AUTOMATION IN THE THEORY OF LANGUAGE TEACHING
/Vol.VI, No. 1-2, 1968, p. 16-22/

The author surveys the degrees of linguistic on the basis of
the newest development of linguistics. He says that language
learning is not an intellectual process, but the development
of a special system of habits. From the point of view of
automation only speech can be taken into account. During
automation speech is used in three forms: basic structures,
basic word-stock and general situations.

GYULA FERENCZY: ABOUT TWO TYPES OF CONTRASTIVE GRAMMARS
/Vol.VI, No. 1-2, 1968, p. 65-79/

On the basis of English and Russian language materials the
article says that grammer should be used again, but this
grammar can be only contrastive grammar. Then the author treats
of the contrasts between the source language and the target
language, and the principle of opposition within the target
language; he concentrates in the field of the Russian language
where the methods of contrast and opposition can be used.

GYÖRGY SZÉPE - ÉVA SZÖLLŐSY: PROBLEM OF APPLIED LINGUISTICS
/Vol.VII, No. 1-2, 1969, p. 157-159/

The study defines applied linguistics and outlines their
contents and division.

FERENC KIEFER: FILLMORE'S CASE-GRAMMAR
/Vol.VIII, No. 1-2, 1970, p. 85-95/

The author writes about the items in which Fillmore criticizes
Chomsky. He shows Fillmore's own method and the categories
applied in it. The question of debate between Chomsky and
Fillmore is the problem of surface structure and deep structure.

JÓZSEF HEGEDŰS: MOTHER TONGUE - FOREIGN LANGUAGE
/Vol. VIII, No. 1-2, 1970, p. 96-106/

The article deals with the different types of Hungarian
language tests to be used in foreign language teaching. These
are: tests to be indentified and tests of semantic inter-
pretation. Several examples are given. Through some tests
the scope of vocabulary can be stated. His important
conclusion is that foreign language tests can be drawn up by
contrastive analysis.

LANGUAGE TEACHING AND PSYCHOLOGY

BÉLA RADNAI: SOME PSYCHOLOGICAL QUESTIONS OF TEACHING ADULTS
/No. 3-4, 1963, p. 102-112/

The author grades the forms of teaching: teaching children and
adults. Further questions: transfer, intelligent learning,
and co-existence.

BÉLA JAUSZ: PSYCHOLOGICAL AND PEDAGOGICAL BASES OF LANGUAGE
TEACHING
/Vol. III, No. 2, 1965, p. 55-60/

The author shows the psychological and psychological ways of
learning. Then he point out the differences between childhood
and adulthood, raises the question of how to excite interest
and underlines the importance of ideological education.
Pedagogical views are as follows: penetration into the ideas
of the people concerned, direct contact with the native people,
getting acquainted with the literature and culture of the
people concerned. Finally he analyses the role and significance
of the teacher.

JÁNOS JUHÁSZ: IDEAS OF CONTACTS BETWEEN LANGUAGE TEACHING AND
PSYCHOLOGY
/Vol.III, No. 2, 1965, p. 61-66/

Basic principle: methodology needs two kinds of science:
linguistics and psychology. The author speaks of the psycholo-
gical term of "language learning", because in his opinion it
is the question of the psychology of learning and not of
teaching. Then he gives a detailed analysis, of the various
types of learners, readers and text-books, automation and in
the end he says that little is known of the psychological
processes of language learning.

SÁNDOR ERDŐSI: PSYCHOPEDAGOGICAL METHODS - THE EXPERIMENT
/Vol.IV, No. 1-2, 1966, p. 248-255/

The article outlines three psychological methods: observation,
experiment and tests.

BÉLA BÜKY: SOME PSYCHOLOGICAL ASPECTS OF LEARNING
/Vol.VI, No. 1-2, 1968, p. 61-64/

The author says that in language teaching there is an important motivation: to give the learner exercises that might mean some conflict to him. He also speaks of the effect of reward according to the difficulty of the material to be learned. First the learner should be taught to understand the spoken language and then to speak the foreign language.

LANGUAGE TEACHING AND THEORY OF INFORMATION

ENDRE SZÁNTÓ-FÜLEI: EXPERIMENTS TO ELUCIDATE THE SCIENTIFIC BACKGROUND OF LANGUAGE TEACHING
/No. 3-4, 1963, p. 57-75/

The author outlines in his article the model of the theory of information in language teaching. /SOURCE = language; CODING = elaboration of the language for teaching purposes; CHANNEL = teaching; DECODING = understanding and habit; KNOWLEDGE/. The article gives a detailed analysis of these steps.

SÁNDOR ERDŐSI: AN ATTEMPT IN INFORMATIONAL THEORETICAL ANALYSIS OF THE SKILLS
/Vol.IV, No. 1-2, 1966, p. 177-194/

The motto of the article is a quotation of GALPERIN /1959/: "Language is partly the reflection of reality, and partly an interior activity. As an activity it takes place between the material and internal activities". Then the author studies the language as an activity. After the detailed analysis of skills he analyses the various forms of learning, and the possibilities of surveying the exterior and interior information. Then he speaks of the factors promoting this survey.

COMPUTER TRANSLATION

GYÖRGY HELL: COMPUTER TRANSLATION AND CYBERNETICS, COMPUTER ANALYSIS OF TEXTS
/No. 1-2, 1963, p. 80-89/

Computer translation is justified: professional literature all over the world is growing at a greater rate /6-7%/ than world population. /1,7%/. The most important phases of the development of computer translation: 1948 /RICHENS/, 1949 /WEAVER/, 1950 /REIFLER, BOOTH/, 1953 /SOVIET UNION/, 1954-55 /UNIVERSITY GEORGETOWN/. The article outlines the basic questions of computer translation through Russian-Hungarian examples.

MATHEMATICAL LINGUISTICS

FERENC KIEFER: SOME QUESTIONS OF MATHEMATICAL LINGUISTICS
/Vol. III, No. 1, 1965, p. 8-13/

Some important theses: mathematical linguistics is firstly
linguistics and secondly mathematics; the essence of
mathematical linguistics is the survey of similarity between
the linguistic and mathematical structures and not the direct
application of mathematical methods. Models are graded from
linguistic point of view, e.g. models of phonology, sentence
structures, that is analytical models, synthetic models, etc.
The characteristics of models: today not only the grammar
but also semantics are important fields of mathematical
linguistics; most of the models apply both the inductive and
deductive methods.

S.JÁNOS PETŐFI: SAUMJÁN'S APPLICATIVE GENERATIVE MODEL
/Vol.III, No.1, 1965, p. 14-17/

The author does not speak of the model but of relations
connected with language teaching and with the S-O grammar
system.

LÁSZLÓ KALMÁR: THE RESULTS OF MATHEMATICAL LINGUISTICS IN
LANGUAGE TEACHING
/Vol.V, No. 1, 1967, p. 25-30/

Contacts between mathematical linguistics and language teaching
are as follow: language is a structural system, synchronic
structural studies in language teaching, definitions, conscious-
ness, computer translation, computer documentation, elaboration
of the exact notions of semantics, segmentation of the written
language and the study of the spoken language with mathematical
methods.

FERENC KIEFER: RELATIONS BETWEEN MATHEMATICAL LINGUISTICS
AND LANGUAGE TEACHING
/Vol. V, No.1, 1967, p. 30-31/

The fields of mathematical linguistics: algebraic linguistics,
statistical linguistics and mathematical linguistics /computer
trANslation/.

THEROY OF TEACHING MATERIAL - MODERN LANGUAGE-BOOKS

ARTUR SZENTGYÖRGYVÁRI: OUR LANGUAGE-BOOKS FOR ADULT LEARNERS
/No.3-4, 1963, p. 16-42/

The article deals with modern language books; the conclusion
drawn from the use of our language books: how to modernize them.
Suggestions: there is a great need for a university centre,
international cooperation /UNESCO/.

ENDRE FÜLEI-SZÁNTÓ: SYSTEM OF ALGORHYTHMIC EXERCISES IN
LANGUAGE TEACHING
/Vol.III, No. 1, 1965, p. 45-51/

The author points out that the system of algorhythmic
exercises consists of two elements: a series of situations;
successive grammar operations connected with certain
situations. In addition to the duality of S-O system, the
author outlines the duality of the situation- algorhythms.
The grammar algorithm contains four steps: 1/ personal; 2/
temporal-model; 3/ extensions; 4/ connections. All these are
demonstrated on German examples.

JENŐ KRAMMER: MODERN LANGUAGE TEACHING AND THE GOOD LANGUAGE
BOOKS
/Vol.III, No.2, 1965, p. 16-26/

The author indicates the three fields of up-to-date
requirements: 1/ differentiated social demand; 2/ scientific
proofs; 3/ possibilities provided by the new technical
achievements. The criteria of a good language book: methodical
order, requirements of complex language training, acoustics,
possibilities of automation.

ARTUR SZENTGYÖRGYVÁRI: EXPERIENCES IN USE OF LANGUAGE BOOKS
IN TEACHING ADULTS
/Vol.III, No.2, 1965, p. 27-33/

Three questions are discussed in detail: reliance on the
mother tongue, succession and the problems of the language
minima. The author deals with the question of gradual
programming in some language books.

ENDRE FÜLEI-SZÁNTÓ: PROGRAMMING OF FOREIGN LANGUAGE
TEACHING MATERIAL
/Vol.III, No.2, 1965, p. 48-53/

The article deals with the models in foreign language teaching
material. It describes the S-O practical grammar, which has
different steps: the separation of elementary sentences and
operation with them /emphasis, question, negation, command,
extension, shortening and transformation/. In practice S-O
system has the following advantages: the syllabus can be
planned in a more exact way, teaching time can be shortened
and automation can be more intensive.

ZOLTÁN PAULINYI: SOME WORDS ON THE TWO PROBLEMS OF WRITING
LANGUAGE BOOKS FOR SCHOOLS
/Vol.III, No.3, 1965, p.136-140/

The two problems are: the psychological side of language
learning and the types of elementary sentences in the foreign
language. The author outlines his viewpoint concerning the two
questions.

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MRS. EVA STEPHANIDES: ABOUT UNILINGUAL LANGUAGE-BOOKS
/Vol.IV, No.1-2, 1966, p. 168-171/

A unilingual language-book can best ensure the intensity of
the language lesson. Its advantages: the learner deals only
with the foreign language, unwanted translation is eliminated,
dialogues arouse sudden reaction, and patterns are used for
drills.

GYÖRGY HELL: DEMANDS FOR LANGUAGES TEXT-BOOKS OF THE
TECHNICAL INTELLIGENTSIA
/Vol.V, No.1, 1967, p. 93-96/

Requirements for text-books promoting the understanding of
professional literature: 1/ results of research concerning
the formal side of the language should be made use of; 2/
texts providing situations; 3/ models in the text-books /not
only sentence models/; 4/ harmony between the vocabulary and
the struture programme; 5/ requirements of gradualness should
correspond with the objectivity of the language.

ENDRE FÜLEI-SZÁNTÓ: ASPECTS OF REPETITION IN THE PLANNING OF
TEACHING MATERIAL
/Vol.VI, No. 1-2, 1968, p. 23-38/

The study includes three phases: 1/ the psychology of
repetition; 2/ repetition in the teaching material; 3/ the
units of the teaching material. At the end of the article the
author gives a definition of the practice-focussed language
material.

MRS ANIKÓ TÁLASI: AUTOMATION AND SITUATION EXERCISES IN THE
REFORMED TEXT-BOOKS FOR SECONDARY SCHOOLS
/Vol.VI, No.1-2, 1968, p. 39-44/

The author draws the idea of situation and automatics exercises
from the two aspects /"parole" and "langue"/ of the language.
The situation exercises are of synthetic character, and the
learners are of the same line during the routine procedure.
Both are necessary, and they mutually complete each other.
Then the author examines these two aspects in secondary shool
text-books.

JÓZSEF MIHÁLYI: THE EXPERIENCES OF WRITING A TEXT-BOOK
/Vol.VI. No. 1-2, 1968. p. 123-129/

A Hungarian text-book is commented here, that was written by
Endre Fülei-Szántó and the present author for foreigners.
Some of the constructing principles are the following: dinamic
situations, dialogues and monologues: motivated conversations,
discussions, reports on experiences - are the forms of communi-
cation. Finally the difficulties of the Hungarian spelling and
pronunciation are discussed.

ENDRE FÜLEI-SZÁNTÓ: INCREASING INTENSITY AND THE SYLLABUS
/Vol.VII. No. 1-2, p. 27-42/

The following questions are attempted to be answered: which
are the most important parts of the syllabus?; what kind of
relation is between grammar and the texts?; what is the role
of phonetics in a concentrated teaching material?; and finally
what are the most important problems of vocabulary in the
teaching material.

LÁSZLÓ HOFMANN: METHODOLOGICAL REMARKS ON INTENSIVE LANGUAGE
TEACHING
/Vol.VII, No.1-2, 1969, p. 54-64/

The following issue is raised: Has intensive teaching managed
to reduce the time of learning? In the author's opinion it
has, and this is proved by examples of German courses and his
analysis of the lessons, exercising types, student types and
the teacher's work.

AUDIO-VISUAL LANGUAGE TEACHING

ANDOR SERÉNY: CONCLUSIONS OF THE ANTWERP AUDIO-VISUAL
CONFERENCE
/Vol.I. No.3-4, 1963, p. 154-161/

The author reviews the principles and means of audio-visual
language teaching, then raises its current questions: the
effeciency of using pictures and imitation, the factor of
exhaustion and the means of demonstration.

Mrs. ANIKÓ TÁLASI: THE HISTORY OF AUDIO-VISUAL DEMONSTRATION
AND THE UP-TO-DATE TECHNICAL MEANS
/Vol.III, No.2, 1965, p. 80-98/

The author reviews the history of demonstration in teaching,
then changes to a thorough analysis of the auditive, visual
and audio-visual means of demonstration. Her final conclusion
is: the up-to-date language teaching programs have to be
constructed in the threefold unity of the text-book, tape and
film.

ROBERT SUARA: ON LANGUAGE LABORATORY DRILLS
/Vol.III, No.3, 1965, p. 102-113/

Language laboratory is to develop three main skills: 1/ aural
comprehension, 2/ mechanisation of using patterns, 3/ the skill
of correct pronunciation. The article presents several types
of exercises illustrated in Russian language teaching material,
then discusses in detail some phonetic and intonation drills
aimed at developing the auditive and correct pronunciation.

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ANDOR SERÉNY: EXPERIMENTAL COURSE WITH THE "VOIX ET IMAGES DE
FRANCE" METHOD
/Vol. III, No.3, 1965, p. 115-123/

The author draws attention to the essential characteristics of
the course, then discusses the changes that were needed in
the adaptation in Hungary. In connection with this he raises
the following questions: common mother tongue, the function
of explanations, reading and writing, the independent work of
the students, measured results.

Mrs.JUDIT TIBOR: AUDIO-VISUAL EXPERIENCES AND POSSIBILITIES
IN THE LANGUAGE LABORATORY
/Vol.III, No.3, 1965, p. 124-129/

First the author points out the advantages of teaching
languages in the laboratory, then suggests the possibility of
combining it with teaching in class-rooms. Finally she sums
up her own experiences in using this method.

ISTVÁN KÓBOR: LANGUAGE TEACHING BECOMING UP-TO-DATE?
/ATTEMPTS TO POPULARISE THE AUDIO-VISUAL METHOD
IN THE COUNTY OF FEJÉR/
/Vol.VI.No. 1-2, 1968, p. 114-122/

The article is centered upon the experiences acquired in using
the Jugoton method and gives an account of the results of
aufio-visual teaching in the county of Fejér.

JÁNOS BANCZEROWSKY: SOME THEORETICAL ISSUES OF AUDIO-VISUAL
LANGUAGE TEACHING
/Vol.VIII, No.1-2, 1970,p.129-146/

The author examines the audio-visuel mathod from the point of
view of information received and rendered; and programmed
teaching. He deals in more detail with the various layers of
storing information and the different storing methods of
central and complementary information. Further details discussed
are: the essence of recognising pictures, the model of
communication and teaching processes, the working of neurocyber-
netic model in the mother tongue and last but not least the
application of audio-visuel means in foreign language teaching.

ERNŐ SIPTÁR: EXPERIENCES IN USING THE AUDIO-VISUAL METHOD
/Vol.VIII, No.1-2, 1970, p. 174-181/

The author reports on the experiences in teaching with the
Jugoton audio-visual method in the county of Baranya. Presenting
the German teaching materials he touches upon the following
issues: the analysis of the material, the summary of the
experiences obtained, the way and essence of the additions
introduced to cope up with the local demands.

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METHODOLOGY - PROGRAMMING - INTENSITY

ARTUR SZENTGYÖRGYVÁRI: MAXIMUM AND MINIMUM IN ADULT EDUCATION
/No.1-2, 1963,p. 60-66/

The author examines the problem of a minimum language and
the maximum efficiency of language teaching. He sets up the
following requirement for the teacher: whether the book is
closed or open the teacher is expected to teach well.

JÁNOS JUHÁSZ: GOUIN-SERIES
/No. 5-6. 1964, p. 78-84/

The author draws up the essence of the Gouin-system, then
describes an experiment with it /conducted at "Marx Károly"
University of Economics and "Eötvös Lóránd" University/.
Finally he enumerates the results achieved by applying Gouin-
series.

Mrs. MARGIT SIMON: EPIC SERIES AND FRAME-EXERCISES FOR THE
DEVELOPMENT OF SPEECH SKILL
/Vol.II. No.5-6, 1964, p. 90-100/

The article selects one of the many forms of situational
teaching. The above mentioned exercises are built up
according to the following steps:
  series of operations with a constituent, changing kernel-
  story frame-exercises with the whole epic structure.
  the possibilities for fluent conversations.

ENDRE FÜLEI-SZÁNTÓ: THE THREE PHASES OF PROGRAMMING A
FOREIGN LANGUAGE
/Vol.III. No.3, 1965, p. 7-17/

The author asserts that apart from linguistics and methodology
the theory of teaching material plays also an important role
in foreign language teaching. The programming consists of
three phases: a logical, a didactic and a methodological one.
Besides these there are psychological factors from the field
of general, experimental, developmental and educational
psychology and of the theory of learning. These latter are
called applied psycho-linguistics by the author. Further on
he offers some ways of modelling the process of language
teaching and learning and presents the phases of the
construction of teaching materials, and finally he draws
attention to the importance of an effecient model.

ENDRE FÜLEI-SZÁNTÓ: THE INTENSITY OF LANGUAGE TEACHING
/Vol.IV, NO.1-2, 1966.p, 49-61/

The three forms of intensity are: temporal or external,
constructional or internal, methodological or pedagogic. The
article deals with all the three of them in detail illustrating
them with German examples.

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ZOLTÁN ÉDER: AUDITIVE PREPARATION IN LANGUAGE TEACHING -
A METHOD ESTABLISHING THE PUPILS' ACTIVITY
/Vol.IV, No.1-2, 1966, p. 62-79/

The article is built up as follows: 1/ the general linguistic
principles of modern language teaching and the auditive
preparation; 2/ the construction of the initial period; 3/
the structure of the lessons, the methods of demonstration
and some types of exercises. Conclusion: this aural preparation
ensures the domination of the foreign language and at the
same time increases the students' activity to the maximum.

Mrs. ERZSÉBET G.ÖRDÖGH: ON EXPERIMENTS IN HYPNOPEDICS
/Vol.V, No. 1, 1967, p.69-74/

The author gives a concise survey of the history of
hypnopedics and all the relevant issues current in its up-to-
date international literature.

LÁSZLÓ HOFMANN: SOME EXPERIENCES OF COURSES PREPARING FOR
STATE EXAMINATIONS
/Vol.V, No.1, 1967, p. 80-87/

The article treats the following questions: students and
groups; the teacher's role in preparing for state exams; the
structure of the material taught; the construction of the
teaching material; degrees of mastering a language; the
mechanisation of the most frequent patterns; establishing
the habit of using a dictionary correctly. Finally the author
gives an account of his own work in this field.

Mrs. MÁRTA OPNER: THE ROLE OF TRANSLATION THEORY IN LANGUAGE
TEACHING
/Vol.V, No. 1, 1967,p. 88-92/

On the basis of her translators' courses organised by TIT
the author summarises the demans set up for cabin-translators
as follows: 1/ the translator must not translate word by
word; 2/ the translator must be prepared in the given subject;
3/ the most important qualities of a good translator are:
quick reaction, power of concentration, inventiveness,
reproduction of emotional effects.

ISTVÁN BANÓ: THE LIMITS OF MECHANISATION
/Vol.VI, No. 1-2, 1968, p. 58-60/

He calls attention to the following two extremes: 1/ phenomena
which cannot be mechanised yet; 2/ and which cannot already
be mechanised. The first extreme is illustrated with a
Russian example taken from an elementary school-textbook. For
the second one the case is mentioned when many mechanised
abilities enable the student to speak, to read, to translate,
to write compositions in the foreign language, although
these cannot be mechanised.

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LÁSZLÓ HOFMANN: THE PROBLEMS OF MECHANISATION IN LANGUAGE
TEACHING
/Vol.VI, No.1-2. 1968, p. 86-90/

Drawing upon his language teaching exceriences /German/ the
author sets up some basic principles which refer manily to
texts containing some sort of difficulty.

TAMÁS RADVÁNYI: THE PLACE OF TRANSLATION IN LANGUAGE
TEACHING
/Vol.VI, No. 1-2, 1968, p. 137-142/

The author starts with answering the theoretical question:
"What do we mean by translation?" Unfolding the question he
throws light upon some of the practical and theoretical
problems of the word by word, grammatical and first-class
translations.

JÓZSEF HEGEDÜS: INTENSITY IN LANGUAGE TEACHING
/Vol.VII, No.1, 1969, p. 7-26/

The most important principles of the subject are treated on
the basis of the following train of thoughts: external and
internal intensity; The variety, the interrelation of the
different lessonforms clearly distinguished from one another;
the leading role of rammar; questions of programming crush
courses; feed back; basic situational elements of speech;
psychological aspects. Prospects for the future.

JENŐ TARJÁN: POSSIBILITIES OF USING LANGUAGE TESTS TO
MEASURE THE EFFICIENCY OF LANGUAGE TEACHING
/Vol.VII, No.1-2. 1969, p. 131-145/

The following theoretical details are discussed relying on
English material: criteria determining the value of tests;
the survey of some American tests; their classification.
Further on he presents examples from the following types of
tests: grammatical, lexical tests, tests checking the
comprehension of texts read and heard. Finally he treats the
tests serving to measure speech ability.

ISTVÁN BAKONYI: SITUATIONAL APPLICATION OF THE STEPS OF THE
AUDIO-VISUAL METHOD
/BASED ON THE EXPERIENCES OF ADULT LANGUAGE
COURSES IN RUSSIAN/
/Vol.VII, No. 1-2, 1969, p. 160-170/

The structure of the article is as follows: situations
produced by tape and pictures, on the various levels of
conversation /demonstration, explanation, imitation,
inculcation, adaptation/; selection of rammatical units
according to importance and hardness; problems of adaptation;
the teaching of spelling in an audio-visual lesson.

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GYULA ERDEI: THE PLACE AND ROLE OF TRANSLATION IN MODERN
LANGUAGE TEACHING
/Vol.VIII, No.1-2, 1970, p. 150-164/

The author analyses the current debate on translation, he
enumerates its negative aspects when used in teaching, then
recommends a contrastive translation method covering all the
levels of the language instead of the traditional translation-
practice. Then he presents some translation exercises of his
own-made for a German course - which contribute to the
aquisition of the foreign language in the field of inculcation.

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JENŐ DÉVAI: THE USE OF TENSES IN ENGLISH
              /Vol.III, No. 1, 1965,p. 77-87/

The practising algorhythm of the English tenses is
constructed on the basis of the kernel-frame "I /to write/ my
homework". Syntactic principles are also built in the system
because verbs are preceded and followed by various elements,
eg. adverbs.

Mrs. KATALIN PŐSZE: SUMMER COURSE AT LONDON UNIVERSITY
                     /Vol.III.No.1, 1965, p. 166-170/

A detailed account is given on some of the most interesting
lectures of the course. Professor Randolph Quirk pointed out
four factors as chief difficulties in the teaching of English:
1/ members of a group often haven't got the same mother
tongue; 2/ the different varieties of Standard English; 3/
registers in English; 4/ English, living and constantly
changing. Finally J.D.O'Connor's series of lectures on
English pronunciation is dealt with.

JENŐ HORVÁTH: FREQUENCY TESTS OF ENGLISH SENTENCE PATTERNS
               /Vol.IV. No. 1-2, 1966, p. 172-176/

The starting point is: patterns are axpected to cover all
sentences. The author has made an analysis of all the
sentences in Bates's "The Frontier" and drawn up a frequency
list. Conclusion: the most frequent pattern is: <u>main clause
- subordinate clause</u>; within this the structures with the
conjunction <u>"that"</u> make up almost half of the group. The
average recurrence of the various patterns is 5.

JENŐ TARJÁN: EXPERIMENTAL METHOD OF TEACHING ADVANCED
              LEARNERS IN LANGUAGE LABORATORY
              /Vol.V. No. 1, 1967, p. 156-166/

The author first surveys the international /USA, England/
literature of the theoretical question of teaching advenced
learners in language laboratories, then he analyses his own
experiments conducted with third year students of diplomacy
at "Marx Károly" University of Economics. These included
phonetic, grammatical, translation and reproduction tests.
Conclusions: new ways of teaching in a laboratory on inter-
mediate an advanced stage have to be explored; in the lower
grades phonetics and structures should be taught much more
intensively; translation into the mother tongue should come
in the higher grades.

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Mrs. JUDIT TIBOR: AN AUDIO-LINGUAL EXPERIMENT IN THE LANGUAGE
                 LABORATORY
                 /Vol.VI. No. 1-2, 1968, p. 165-175/

The author outlines her experiment conducted at "Marx Károly"
University of Economics in both terms in 1966/67. The
experiment is described on the basis of the following criteria:
1/ teaching material; 2/ starting level; 3/ measurement and
achievements. She measured the results in an experimental
and a control group. At the end of the article the author
tells the students' opinions about the experiment together
with her suggestions.

Miss GIZELLA POLGÁR: INTENSIVE ENGLISH LANGUAGE PRACTICE
                    /Vol.VII. No.1-2, 1969, p. 69-77/

The author demonstrates the consequent steps in teaching the
Gerund. Her set of exercises cover the structural variants
of the different -ing-structures and contain some habit-
forming ones, too. The latter ones are drilled by operational
structures /substitutional, and transformational/. Finally
the author comes down to the difference in the use of Gerund
and Infinitive. The whole article is based on the English-
Hungarian conteastive aspect.

GERMAN LANGUAGE TEACHING

LÁSZLÓ HOFMANN: TEACHING PREPOSITIONS IN GERMAN
/Vol.I. No.3-4, 1963, p. 130-135/

The author draws upon his experiences in teaching adults, and
states that the grammatical explanations tending to give a
total view are the most suitable for adults. The following
steps are recommended in teaching prepositions: 1/ table on
the blackboard with articles and prepositions governing,
Accusative and Dative, /in the middle there are prepositions
in both cases/; 2/ substitution of the nouns with personal
pronouns; 3/ question; 4/ answers with substitutions; 5/
introduction of verbs taking Accusative and Dative.

LÁSZLÓ KÁLMÁN: SOME FREQUENT STRUCTURES IN GERMAN MEDICAL
TEXTS
/Vol.I. No. 3-4, 1963, p. 136-139/

The structures are the following in frequency: 1/ passive
constructions; 2/ the attributive use of prepositional
phrases; 3/ Zustandsform; 4/ Participium imperfectum activi;
5/ contruction of conditional clauses; 6/ goverments of verbs
differing from Hungarian.

ENDRE FÜLEI-SZÁNTÓ: THE STRUCTURE-OPERATION GRAMMAR
/Vol.II.No. 5-6, 1964, p. 13-20/

The author presents a model consisting of two elements:
strutures and operations. The S-O Grammar is demonstrated on
German material and is reduced to seven basic structures.
Operations are devided into three groups /complete, partial
and word-operations/. He points out that this grammatical
model can be adapted to any language – as basic structures
and operations can be drawn up in any language. The advantages
of S-O Grammar can be seen in the programming of the teaching
material and in the selection of methods.

ALBERT GERHAUSER: STRUCTURALISM AND GERMAN LANGUAGE TEACHING
/Vol.II. No.5-6, 1964, p. 43-59/

The author describes the experiments of a language teacher
Tivadar Erdős which were conducted in the 1910-s to measure
"the degrees of difficulty" of foreign languages. He speaks
of "simultaneous changes" eg.changes in word order which are
brought about by the metathesis of certain parts of speech.
These simultaneous changes lead to very common mistakes in
German. As Erdős was not familiar with the synchronic aspect
–the author states– he could not have known that this not

only throws light upon the sources of error but offers
simple and universal methods to elicite them, and this is
the IC and transformational analyses. These methods
facilitate the teacher to set up a minimum adaquate
vocabulary meeting different demands and to work out the
basic structures of the language, too.

ZOLTÁN PÉTERFIA: THE TEACHING OF THE INFLECTIONS OF GERMAN
                ATTRIBUTIVE ADJECTIVES
                /Vol. III.No. 1, 1965, p. 101-104/

The traditional division of German inflections into three
groups has its germ in the paradigmatic aspect of morphology.
On the basis of his practice the author suggests a new aspect:
the explanation of the functional roles of the adjeotives.
This implies the distinction functional /referring to a
case/ and nonfunctional /not referring to a case/ inflections
instead of the traditional strong and weak declensions. He
appeals to the economy of language which excludes manyfold
indications of a function within a structure. The phenomena
- when adjectives occur after personal pronouns - are
explained by the weakening of the structural function of the
adjective.

Mrs. ANTONIA KOVACSICS: BUILGING-UP A MODEL EXERCISE SYSTEM
                        /Vol.III.No.1, 1965, p. 123-129/

The described exercise-system attempts to put the generative
grammar into pedagogical practice. She centers the exercises
around one sentence which is structure Nr.5. in SO grammar.
The set of exercises has the following merits: 1/ increases
the range of the usage of the vocabulary; 2/ ensures the
continuity of the lessons; 3/ is adequate to explain the
grammatical system of language; 4/ and to measure grammatical
knowledge in an exact way; 5/ it can be applied in non-graded
groups. The author demonstrates exery possible sentence-
operation and the possible extensions of the segments. /cont./

Mrs. MAGDA TAKÁCS: HABIT-FORMING EXERCISES TO PRACTISE GERMAN
                   NOUN DECLENSIONS ON THE BASIS OF
                   SENTENCES CONTAINING "SINSEMANTICA"
                   /Vol.III.No. 3, 1965, p. 83-96/

The aim of the study is to demonstrate sets of practical
exercises based on sentence-centered structures and "memorised
grammar". The noun declension can be mechanised with the
help of joint sentences taken from everyday-conversations.
Memorising should not be confused with mechanising. It is
the form-words, hearing little sense, the "sinsemantica"
that ensure the semantic interdependence of sentence strings.
These are first of all pronouns and articles. The author
demonstrates four operative models adequate for beginners'
courses to master the noun declensions. There are two basic
principles in the composition of sentence-string exercises:

1/ the basic sentence model has to be clearly defined; 2/
the additional parts of the sentence string must be gradually
introduced.

Mrs. ANTONIA KOVACSICS: BUILDING UP A MODEL EXERCISE SYSTEM
                                /Vol.III.No. 3, 1965, p. 150-157/

/Continuation/ In the second part of the study nine basic
sentences are put into the center of practice and the same
operations are conducted on each of them. The 42 exercises
presented demonstrate 42 transformations of the basic
sentences, and these serve as mechanisation exercises in the
first semester.

BÉLA MAGOS: SPEECH SKILL AND SYLLABUS
                /Vol.II, No.3, 1965,p. 177-183/

The author gives an account of his conversational courses.
He analyses two subjects here: sport and aluminium. The
sketches of both topics are on the blackboard. The linking
point between them is their Hungarian aspect. The
conversation is emotionally motivated. While the subject
matter of the conversation is national, its linguistic
expression is international to a certain extent. The author
analyses the question of reduction from the point of view of
the person doing it, ant the material reduced. He mentions
the problem of forgetting and recalling, and that of the
frequency of words.

Mrs. MAGDA TAKÁCS: ORAL DRILL IN TEACHING GERMAN ATTRIBUTIVE
                   ARJECTIVES
                   /Vol.IV, No.1-2, 1966,p. 120-142/

The aim of these drills is to develop an adequate competence
in writing and speaking. The drills consist of four parts;
the didactic objective lays in the drill itself. The students
can practise without a teacher either in booths or at home.
The four structures of these exercises aim at four operations:
imitation, short answer, question, the contras of affirmative
and negative forms.

GYULA ERDEI: TEACHING THE VERB-SYSTEM IN GERMAN WITH
             SENTENCE PATTERNS
             /Vol.IV. No.1-2, 1966, p. 143-150/

The author calls his system a "table of conjugations" which
is complemented by verbal paradigms. In the analysed cases,
these demonstrate the most frequent types of the Imperfekt.
Besides, the table contains examples for the basic patterns
especially for those differring from the source language.
The students first repeat the same sentence in a given person
in the affirmative, negative and interrogative, and only
having done so they are allowed to go on to the second person.
The above table meets also the needs of general revision and
habit-formation. The conversations based on this table are
called "grammatical structural exercises".

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ALBERT GERHAUSER: ANALYSIS OF ERRORS; CONCLUSION
               /Vol.IV, No. 1-2, 1966, p. 201-205/

According to the author's opinion to analyse en error is
nothing else but to set oneself in the mind of the student.
The most frequent mistakes occur when using conjugated verb-
forms. 11 structures are drafted, explained and provided
with rules. The starting point is the place of a conjugated
verb-form in the sentence. Intonation is also included in
the system. According to the author these eleven patterns
make up the natural kernels of German.

Mrs. ANTONIA KOVACSICS: BUILDING UP A MODEL EXERCISE-SYSTEM
                    /Vol.V, No.1, 1967, p. 167-170/

/Continuation/ The operation demonstrated on a single pattern
up to now extended to more complex structures such as, trans-
formation into conditional structures.

Mrs. MAGDA TAKÁCS: THE GRADUAL INCREASE OF CONCENTRATION AND
                  INTENSITY IN AVERAGE GERMAN LANGUAGE
                  COURSES
                  /Vol. VI. No.1-2, 1968, p. 80-85/

Modern language teaching has to be started with the revision
and adaptation of the teaching material. The author thinks
to increase the efficiency of the courses by the following
measures: 1/ external, formal adaptation; 2/ means to
increase the internal intensity such as, checking tests,
S-model, S-drill, O-model, O-drill, making use of
illustrations and psychological factors.

GYULA ERDEI: THE INTENSITY OF GERMAN COURSES BASED ON
             SENTENCE PATTERNS
             /Vol. VII. No. 1-2, 1969, p. 146-156/

At the courses mentioned in the title special attention is
to be paid to the structural units smaller than the sentence
and also to the complex sentence-strings. In German subordinate
clauses are frequently used in the lower registers, too.
Thus they have to be taught earlier and drilled by complex
models including both the main and the subordinate clauses.
In a textbook based on this principle there must be recurring
exercises to practise how to transform the main clauses into
dependent ones. Sentence models have two basic types: 1/
simple and 2/ complex models which demonstrate a complex
sentence consisting of a principal and a subordinate clause.

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Mrs. MAGDA TAKÁCS: THE PRINCIPLE AND APPLICATION OF
"SINSEMANTIC" DRILLS IN PRAKTICAL
LANGUAGE TEACHING

The german teaching material of the TIT courses is centered
upon the sentence. Considering that habit-formation is
required not only in the case of simple sentences, but also
in sentence strings which make up the speech process.
Systematic drills have to be applied at the beginners',
intermediste and advenced courses. The "sinsemantica"
/relatively independent set of elements: articles, pronouns,
adverbs/ ensure the link between the sentence-strings.
Operations: subordination, extension, sontraction, transfor-
mation, emphasis, drills with "d" and "w" formulas,
structures with "zu-Infinitive", indirect speech, the use
of modal auxiliaries.

ERNŐ SIPTÁR: EXPERIENCES ON AUDIO-VISUAL LANGUAGE TEACHING

The author gives an account of his experiences by a concise
analysis of Guberina's teaching material for German courses.
In his opinion it is satisfactory 1/as to its build-up, but
2/ unproportioned in the distribution of the word-stock, and
3/ so are the parts of speech within the lesson. 4/ Some
words do not figure in the first part, though the author
would have expected, while in the second part there are
words that were introduced later then usual. 5/ The idomatic
structures of the material are highly appreciated, and 6/so
is the grammar, which includes all necessary parts to give a
practical knowledge. 7/ The principle of recurring material
is to be admired - the suthor states.

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RUSSIAN LANGUAGE TEACHING

GYULA FERENCZY: TODAY'S VIEW ON OSZKÁR ASBOTH'S GRAMMAR
/Vol. I.No. 1-2, 1963, p. 74-79/

A brief and concise review is given on "Short, Practical
Russian Grammar" written in 1888 by the outstanding Hungarian
slavist. The eork was published in Germany and Finland, too,
and some of its conclusions are still considered valid in
language-teaching practice.

GYULA FERENCZY: SENTENCE PATTERNS IN RUSSIAN LANGUAGE
TEACHING
/Vol. I.No. 1-2, 1963, p. 43-56/

Some comments are made on the BAS-draft-programme, then it
is compared to the author's own experiments in sentence
patterns. He outlines the kernel structures which he himself
huilt up /12 all together/. Further on additional operations
are described which open up for the contraction and
accumulation of many BAS models.

SÁNDOR KÓNYA: HUNGARIAN POSSESSIVE INFLECTIONS /-a, -e, -ja,
-je/ AND THEIR RUSSIAN EQUIVALENTS
/Contribution to the Hungarian-Russian
contrastive Grammar/
/Vol.I.No. 3-4, 1963, p. 113-129/

The source language is Hungarian. The above subject is
discussed in the following order: 1/ -a, -e, -ja, -je as
possessives and datives; 2/ when expressing that something
belongs to somebody; 3/ when used for connections; The
comparison of the possessive inflections with the Russian
equivalents throws light upon very complex correlations, eg.
the interrelation of Hungarian inflections and Russan cases,
and prepositions.

GYULA FERENCZY: SENTENCE-PATTERN DRILLS WITH TAPERECORDER
IN A RUSSIAN LESSON
/Vol.II.No. 5-6, 1964, p. 126-132/

The aim of the lesson is drawn up as follows: "starting from
a given model and by way of operations get to a sentence
string expressing only one situation, and then to the
independent situational conversation. Further on the author
attempts to elaborate a given lesson /Our library/ in one of
the possible ways, using taperecorder.

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GYULA FERENCZY: PLANNING CONTRASTIVE OPERATION-STRINGS IN
RUSSIAN TEACHING MATERIAL
/Vol. III.No. 1, 1965, p. 52-60/

The author -who has been dealing with this subject for more
than a decade now- builds up a manyfold contrastive
description of the kinetic verbs by the following operations:
1/ introduction of the situation
2/ formal, contrastive definition
3/ contrastive grammatical operations
/kernel - extension - complex sentence - another
situation for conversation/
4/ contrast of the opposed meanings, transformation.
Each operation is richly illustrated.

ISTVÁN PETE: DIFFERENCES BETWEEN SOME USES OF THE'
LOVATIVUS' IN RUSSIAN ADVERBS OF PLACE AND
THEIR HUNGARIAN EQUIVALENTS
/Vol.III. No.1, 1965, p. 61-76/

Having described and illustrated the above somplex problem,
the wellknown linguist devidesthe mentioned cases into two
groups according to the differences explored: whether they
occur in the use of the cases or in the correspondence of
the inflections and prepositions. Group No.1. contains
examples when
1/ the Russian 'Locativus' is translated into
Hungarian with inflections corresponding to the
Russian Accusative
2/ the Russian Accusative with preposition is
translated into Hungarian with inflections
corresponding to Russian Locativus.
After giving some examples for group No. 2. a third group
is outlined that covers the cases when there is no
equivalent between the Russian and Hungarian structures.

Mrs. ILONA NAGY - RÓBERT SUARA: PROGRAMMING RUSSIAN MATERIAL
FOR LANGUAGE LABORATORY WORK
/Vol.III.No.1, 1965, p. 109-122/

A gradually bulit up series of exercises is set up on the
basis of the 17th Lesson of Suara's "Russian for advanced
learners". The pupils get to master the grammar without any
explanation, it is demonstrated however in sentence-frames
and the whole material is elaborated by way of an audio-oral
method.

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KÁROLY FÜLÖP: AN ATTEMPT TO SET UP A MINIMUM ADEQUATE
                VOCABULARY FOR STUDENTS OF RUSSION
                /Vol. III. No. 3, 1965, p. 63-74/

The constructing principles are:
        1/ statistically based quantity /1100 words/
        2/ relying on frequency dictionaries
        3/ basic wordstock adequate for concentric extension.

GYULA FERENCZY: CONTEXT IN RUSSIAN KERNELS
                /Vol.III. No. 3, 1965, p. 75-82/

The starting point is the up-to-date interpretation of the
sentence-centered trend; special emphasis is put on the role
of grammar: for it is to concentrate all the sentence-
structures into a limited number of rules. Then the formal
requisits of the sentence-frame are put forth; within this
reference is made to the concept of context and to the context
rules; and also to the importance of sentence-centered
programming.

DÉNES VARGA: RUSSIAN NUT-SHELL GRAMMAR ON PHONEMATIC BASIS
                /Vol.III.No.3, 1965, p. 97-101/

The textbook writers' and teachers' attention is drawn to
the fact in a rather witty way that the appropiate grammatical
items and rules have to be carefully selected and prominence
is to be given only to those items worth learning and the
items to be memorised must be reduced.

RÓBERT SUARA: ON LANGUAGE LABORATORY PRACTICE
                /Vol. III.No. 3,p. 102-114/

As an introduction the author stresses that drills must
develop the skill of oral comprehension, constructing
sentences on the basis of grammatical models and of the
correct expression. Then he discusses the habitforming
exercises. The closing part outlines some auditive, structural
drills, such as: transformation, extension, reduction etc.,
and some phonetic and intonation exercises.

GYULA FERENCZY: THE PLANNING OF CONTEXTS IN RUSSIAN FOR SIX
                STEPS
                /Vol.III.No.3, 1965, p. 158-176/

On the basis of the Structural-Operational grammar, the
whole system of Russian grammar is treated in in the frame
of teaching units with special reference to Hungarian native
speakers. The plan is based on 13 kernel sentences and as a
completely sentence-centered method it differs form earlier
Russian grammar syllabuses. The matery of the whole material
ensures an intermediate competence -in the author's opinion.

ISTVÁN PETE: DIFFERENCES BETWEEN HUNGARIAN AND RUSSIAN
                COLLOCATIONS
                /Vol.IV. No. 1-2, 1966, p. 32-48/

Antonymic, synonymic and metanymic collocations of the two
languages are contrasted on the basis of abundant Russian
material. In the case of antonymic collocations those of
space are more important; those of time having the meaning
"always" are less frequent. And so are the ones based on
the contrast of objects and meanings, and those expressing
qualities. Synonymic and metanymic collocations are
essential but not very frequent.

ISTVÁN MALATINSZKY: THE INHIBITION OF THE MOTHER TONGUE IN
                LEARNING RUSSIAN
                /Vol.IV. No. 12, 1966, p. 52-100/

The short account confronts the corresponding items of
Hungarian and Russian, and throws light upon the differences
in phonology and morhology.

RÓBERT SUARA: THE APPLICATION OF SENTENCE MODELS IN RUSSIAN
                LANGUAGE TEACHING
                /Vol.IV.No. 1-2, 1966, p. 80-88/

The author states that foreign languages must be taught in
communicative units, i.e. in sentence-frames or sentence
models. After reviewing some Russian opinions on interpreting
models, the author points out the advantages of teaching
foreign languages with the help of pieces of conversation
and models.

GYULA FERENCZY: THE GRAMMATICAL MODELLING OF A SENTENCE-
                CENTERED TEXTBOOK
                /Vol.IV. No. 1-2, 1966, p. 101-119/

The BAS-textbook, published in 1965 is commented here in
the following order: the question of basic elements, the
structure of sentences, teaching patterns, the contractibility
of several patterns, the segmentation of sentences,
dependencies. Conclusion: the vocabulary of the textbook can
be set as an example for us, but we do not agree with its
concept of grammar.

Mrs. GIZELLA HORNY: MORPHOLOGICAL CHARACTERISTICS OF THE
                ADJECTIVES DERIVED FROM NAMES OF PEOPLES,
                COUNTRIES AND TOWNS AND THOSE OF PERSONAL
                NAMES IN RUSSIAN
                /Vol.IV.No.1-2, 1966, p.156-167/
                /Vol.V.No.1, 1967, p. 136-149/

In the first article the auther unfolds how to express in
Russian that one belongs to some place /by circumscribing
it, with substantivised adjectives and nouns/, then he
analyses some general problems and the two main sources of

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word-formation. Finally he describes the characteristics and
the characteristics and the function of the words formed:
          /twofold character in morhology,
            phonetic changes/.
There is a table of formants at the end of the article which
is treated in the second article from other aspects:
          1/ formants characteristic for the Russian speaking
          area
          2/ formants characteristic for other areas.

GYULA FERENCZY: REMARKS ON THE ADAPTATION OF GUBERINA'S
                METHOD OF RUSSIAN LANGUAGE TEACHING IN
                HUNGARY

The advantages of the course are: 1/ Harmony of situations
and structures; 2/ the main grammatical items of the Russian
language are all included; 3/ it is apt to form all the four
basic skills; 4/ it is basic audio-visual principle is:
maximum picture, minimum text. Its adaptation in Hungary is
analysed in the course of critisising the following details:
the correlation of phonetics and grammar, contrastibility and
complexity in Russian.

DÉNES VARGA: RUSSIAN NUT-SHELL GRAMMAR ON PHONETIC
             PRINCIPLES
             /Vol.V.No. 1, 1967, p. 107-110/

/Continuation/ The views presented in a previous article
/Vol.III.No.3./ are continued here on a concise Russian
grammar. Here attention is called first of all to the
differences in Hungarian and Russian phonology. /Many
consonants, few vowels, problems in orthography./

RÓBERT SUARA: ON RUSSIAN INTONATION
              /Vol.V.No.1, 1967, p. 111-122/

The teaching of intonation must gain its appropiate place in
language teaching. The more it is so with Russian as here
intonation causes serious difficulties for Hungarians. Further
on the author presents the results of his intonation analysis,
treats the function of intonation, its role in segmenting a
sentence into sensegroups and also the means of segmentation
/sentence stress, phrase stress, logical stress/. Finally the
article discusses the intonation of questions.

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ISTVÁN PETE: ON THE USE OF RUSSIAN PREPOSITIONS EXPRESSING
INTERPOSITIONAL AND SUPERPOSITIONAL RELATIONS
IN SPACE
/Vol.V. No.1, p. 123-135/

The role of Russian prepositions denoting inner and outer
relations is very important especially if the correlation of
the two languages /Russian and Hungarian/ is viewed.The
following prepositional phrases are dealt with:
  denoting place
  denoting working place
  denoting institutions
  denoting geographical points.
The changes of inner and outer relations are also treated in
detail, besides a great number of Russian-Hungarian examples
are given.

RÓBERT SUARA: EXERCISE TYPES FOR MECHANIZATION IN
IN RUSSIAN LANGUAGE TEACHING
/Vol.VI.No. 1-2, p. 45-47/

At the beginning the author lays stress on habit-forming
exercises in the development of speech-skill, then he describes
some of them. In the course of this he many times points out
the importance of systematic habit-formation as opposed to
mechanic drills. The most important types of exercises are:
  1/ reproduction /simple, regressive, complementary/
  2/ substitution
  3/ transformation
  4/ transposition of some vocabulary items
  5/ questions.

ISTVÁN PETE: THE USE OF DIFFERENT ASPECTS OF THE RUSSIAN VERB
IN SECOND PERSON, IMPERATIVE
/Vol.VI.No.1-2, 1968, p. 91-99/

The author proves that the use of these aspects depends on
the relation of the subject and object in the sentence. This
relation could have three forms; according to these the article
also deals with three groups of questions:
  1/ the analysis of aspects in their relation to the agent
  2/ in its relation to the object
  3/ there is no relation between the subject and the
     object.

GYULA FERENCZY: INCREASING INTENSITY BY CONCENTRATING GRAMMAR
/Vol. VII.No.1-2, 1969, p. 43-53/

Characteristics of a concentrated grammar: completeness
/limited/, grouping /totality/, contrastivity - creative
exercises. The article discusses the four characteristics in
detail relying on Russian material, then a plan is drawn for
the grammar of a ten weeks' /daily 4-6 hours/ intensive course.
Conclusion: the taxative grammar has to be changed for a kind
of concentrated one.

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GYULA FERENCZY: RAISING THE QUESTION OF A RUSSIAN-HUNGARIAN
CONTRASTIVE CONTEXT-GRAMMAR
/Vol.VIII. No.1-2, 1970, p. 105-120/

The author coins the term of "Theory of linking" as one of the
components of syntax. He throws light upon the concept of link
and linking, relying on Russian material, then he deals with
problems of symbols, types and description. He also draws up
the main types of word- and sentence-linking in Russian, and
analyses the similarities and differences in Hungarian-Russian
and Russian-Hungarian relations. Finally a practical contrastive
Russian-Hungarian context-grammar is drafted with minimum and
maximum requirements.

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