



### Foreign language and mother tongue

- First / second foreign language
- Foreign language vs. mother tongue (the language acquired at an early age, spontaneously, by contact with adult language models)
- Mother tongue: knowledge about the world & metalinguistic awareness

### Foreign language teaching

- Problems related to teaching **methods** (textbooks, teachers)
- Problems related to the **addressees** of teaching (learners) & teaching and learning processes

### Methods

- Acquiring of foreign language as:
- **acquisition** (spontaneous, unconscious process comparable with the infant's acquisition of mother tongue; universal grammar) vs.
- **learning** (a conscious process based on instruction)

### Survey of methods

- Methods: **spoken vs. written language** (the direct method, the audio lingual method, the situation method, the natural approach, the total physical response method vs. the grammar-translation method)
- Methods: **production vs. reception** (reception: the natural approach, the total physical response method, the comprehensive approach)
- Methods: **system vs. its use** (knowledge about language as a system: theory, awareness of teaching/learning process, deduction, drill vs. use of language, intuition, induction)

### The communication method

- **comprehensive** (reading, writing, listening, speaking)
- **"pragmatic"** (does not want to teach *about* language)
- **"forthcoming"** (having in mind requirements, needs and possibilities of students)

### The learner

- The **learner**: age, intelligence, cognitive styles, learning styles, motivation, attitudes to learning
- The **deaf learner**: *plus* the level of hearing impairment, the onset of hearing loss, the hearing status of parents, language and communication preferences, the attitudes to language and its speakers, previous education
- Teaching of the deaf: the teaching communication in the deaf learners' first language; orientation toward the written form of language; awareness of the affective filter

### The processes of teaching and learning

- **Error:** absence of “knowledge” vs. a symptom of the dynamic process of acquiring language
- **Interlanguage:** a separate natural language system created by foreign language learners (typically a reduced version of the foreign language with many features of learner’s mother tongue)
- **Motivation and attitudes**
- **Input** (and output)  
foreigner talk: the register used in talking to a person who does not speak our language very well

### Competences

- **General Competences:**  
elements of knowledge of the outside world, skills and practical know-how, existential competence, the capacity to learn
- **Linguistic and communication competences:**  
linguistic, sociolinguistic, pragmatic and strategic competences

### The frame of teaching and learning.

- **Language as a system** (its formal elements, rules)  
Knowledge about language and its categories
- **Use of language, communication** (intention, effect, participants, situation, medium of communication), functions  
Communicative experience

### Goals of foreign language teaching and learning

- Performance of cognitive, interactive, textual functions
- **Cognitive function:** getting a grasp of the world (mapping, categorization)
- **Interactive function:** getting a contact of other users of the same language (to appeal, to carry out intentions, to attain the goals)
- **Textual function:** production of meaningful statements, forming of meaningful texts, comprehension

### Goals and the deaf learners

- The learner’s first language (mother tongue). Competences in mother tongue for the “knowledge of the world” & metalinguistic skills
- The learner’s understanding of the world and humans beings (including him-/herself)
- The learner’s readiness to learn