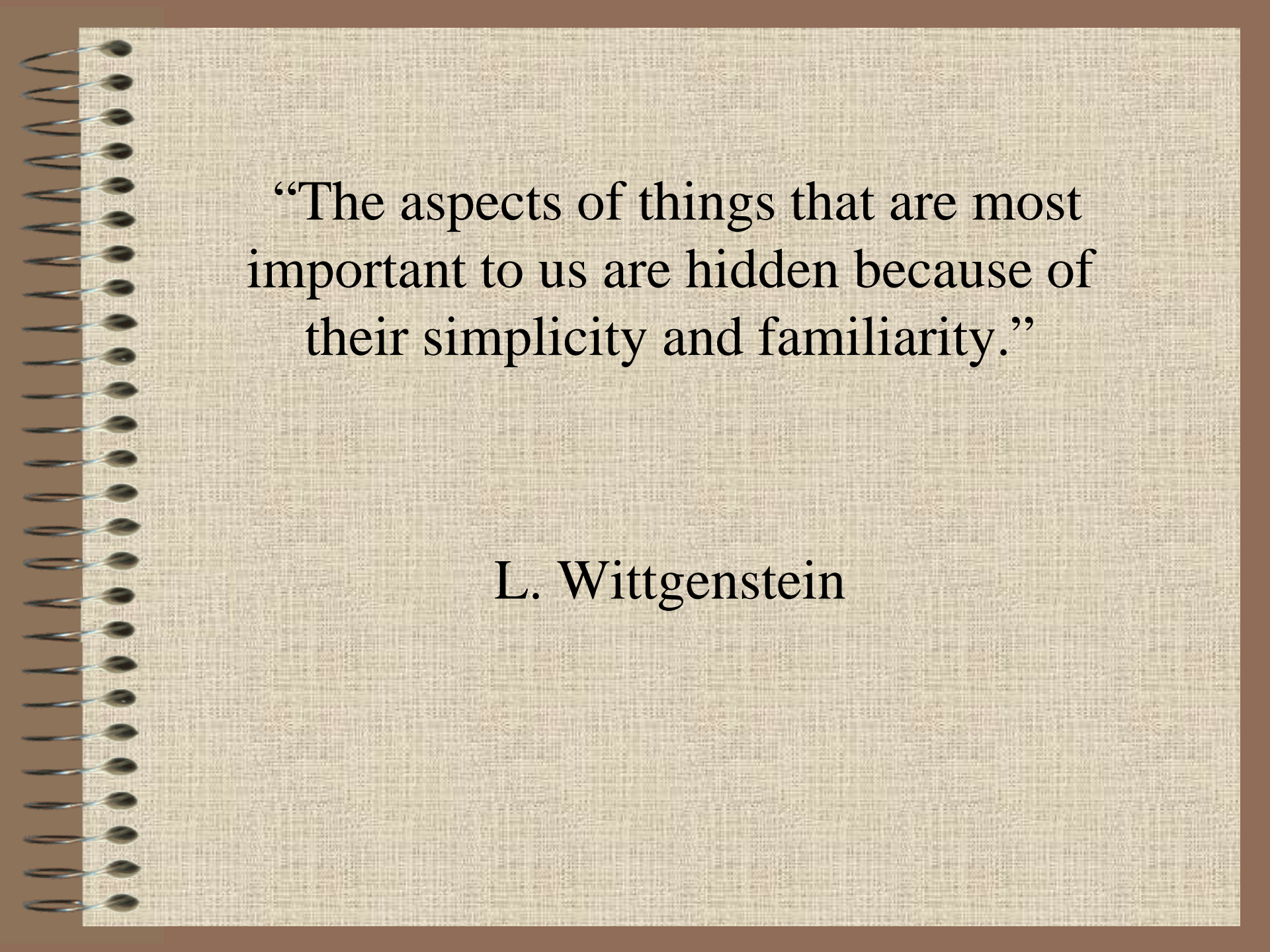


The image shows the cover of a spiral-bound notebook. The cover is a light beige or cream color with a fine, woven fabric texture. On the left side, there is a silver metal spiral binding. The text is centered on the cover in a black, serif font. The title is split into two lines, and the author's name is centered below it.

An Introduction to Principles of Language Learning

Alena Macurová

A spiral-bound notebook with a light beige, textured cover. The metal spiral binding is visible on the left side. The text is centered on the page.

“The aspects of things that are most important to us are hidden because of their simplicity and familiarity.”

L. Wittgenstein

Deaf, deafened and hard-of-hearing learners

- Deaf learners
- Hard-of-hearing learners
- Deafened learners
- **Differences:** capacity for perceiving phonemes of spoken language, language acquisition in early childhood, prerequisites for foreign language learning
- Thinking & making oneself understood
- Development of literacy

Theoretical and applied linguistics

- **Theoretical linguistics:** general principles of the structure and functioning of languages
- **Applied linguistics:** the application of the ideas and methods of linguistics to practical problems which have something to do with language, esp. the analysis of second-language teaching

How to view language

- Language as a uniform, stable and abstract system
- Language as used by human beings
- Turn in linguistics - change of its paradigm: language as correlated with objective fields pertinent to other scholarly disciplines

Linguistics and “language situation” of the deaf

- **Psycholinguistics** (prerequisites of language acquiring; processes of language acquisition)
- **Sociolinguistics** (majority vs. minority languages; language use regulation, attitudes toward language)
- **Pragmatics** (“doing things with words”)
- **Cognitive linguistics** (“body in mind”, “the metaphors we live by”; “linguistic picture of the world”; mental spaces, mapping processes)
- **Text linguistics / discourse analysis** (language for conveying meanings)

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