Dr Paschalis D. Chliaras

DIDACTICS of **MODERN** LANGUAGES

in classroom environment



Edizioni La Creazione®

Contents

Acknowledgements Note to teachers

	B	All and the artists of the artists have been	
1.	Backgroun 1.1	d to didactics of foreign languages	
	1.1	The scope of this book	
		Common assumptions of language teaching	
	1.2.1	Written language versus spoken language	
	1.2.1.1	Arguments for the primacy of speech	
	1.2.1.1.1	Common sense	
	1.2.1.1.2	Bilingual and multilingual students	
	1.2.1.1.3	Linguistics and Pragmatics	
	1.2.1.2	Facts	
	1.2.1.2.1	The origin of Language and Communication	
	1.2.1.2.2	Communication in early childhood	
	1.2.1.2.3	Child Language Development: automatic and non automatic measures	
	1.2.1.3	L2 teaching and learning	
	1.2.1.3.1	Teaching and learning of spoken language as L2	
	1.2.1.3.2	Teaching and learning of written language as L2	
	1.2.2	Language teaching and learning objectives	
	1.2.2.1	Code-switching	
	1.2.2.2	Knowledge of language and knowledge of culture	
	1.2.3	Target language use in the classroom	
	1.2.3.1	Using the target language in classroom	
	1.2.3.2	Using the mother tongue in classroom	
	1.3	What is didactics of foreign languages?	
	1.4	What a teacher can expect from didactics of foreign	
	1.4	languages	
		Discussion topics	
		•	
		Further reading	
2	Teaching and learning grammar		
	2.1	What is grammar?	
	2.2	Content and structure words	
	2.3	Morphemes and phonemes	
	2.4	Order of acquisition	
	2.5	Types of teaching grammar in classroom	
	2.6	Types of teaching grammar in distance learning systems	
	2.7	Bilingual - multilingual students' grammar teaching and	
	,	learning	
	2.8	Grammar test types	
	2.9	Grammar test evaluation	
	2.5	Grammar test evaluation	

Discussion topics Further reading

3	Teachin	Teaching and learning vocabulary		
	3.1	Frequency analysis		
	3.2	Interpretation of words and passages		
	3.3	Learning vocabulary: L2 and bi-/multilingual user's		
		perceptual mechanisms		
	3.4	Strategies for understanding and learning vocabulary		
	3.5	Teaching vocabulary in classroom		
	3.6	Teaching vocabulary in distance learning systems		
	3.7	False friends teaching		
	3.8	Vocabulary test types		
	3.9	Vocabulary test evaluation		
		Discussion topics		
		Further reading		
4	Teaching and learning pronunciation			
	4.1	Phonetics and language acquisition of L2 and bi-		
		multilingual students		
	4.2	Learning and teaching pronunciation		
	4.3	Learning and teaching intonation		
	4.4	Pronunciation test types		
	4.5	Pronunciation test evaluation		
		Discussion topics		
		Further reading		
5	Teaching and learning writing tasks			
	5.1	Types of writing tasks		
	5.2	Evaluation rules		
	5.3	Writing tasks test types		
	5.4	Writing tasks test evaluation		
		Discussion topics		
		Further reading		
6	Teaching and learning through communication			
	6.1	Communication variation in classroom		
	6.2	Communication variation in distance learning systems		
	6.3	Communicative approaches, ways of communication and		
		stimuli		
		Discussion topics		
		Further reading		
7	Teaching listening and reading processes			
	7.1	Passages reading and understanding		
	7.2	Types of reading tasks		
	7.3	Listening processes and understanding		
	7.4	Types of listening tasks		
	7.5	Reading tasks test types		
	7.6	Reading tasks test evaluation		
	7.8	Listening tasks test types		

	7.9	Listening tasks test evaluation Discussion topics Further reading		
8	Classroom interaction			
	8.1	Grammar: Interaction inside the classroom		
	8.2	Vocabulary: Interaction inside the classroom		
	8.3	Writing: Interaction inside the classroom		
	8.4	Speaking: Interaction inside the classroom		
	8.5	Listening: Interaction inside the classroom		
		Discussion topics		
		Further reading		
9	Native speakers, L2 users, bilingual and multilingual users			
	9.1	Interference of mother tongue according to teaching		
		approaches		
	9.2	Second language users' code-switching		
	9.3	Bilingual users		
	9.4	Multilingual users		
	9.5	Globalization and language learning		
		Discussion topics		
		Further reading		
10	Concurrer	nt teaching of two kindred languages in the same classroom		
	10.1	Concurrent teaching of phonemes pronunciation of two		
		kindred languages		
	10.2	Problems of concurrent learning of the pronunciation of		
		two kindred languages		
	10.3	Approaches of concurrent teaching of two kindred		
		languages		
	10.4	Presuppositions		
	10.5	Factors affecting concurrent teaching of two kindred		
		languages		
	10.6	Indirect teaching		
	10.7	Teaching material		
		Discussion topics		
		Further reading		
11	Language	teaching objectives		
	11.1	Language teaching and pragmatics		
	11.2	The goals of language teaching		
		Discussion topics		
		Further reading		
12	Language teaching approaches in classroom			
	12.1	Grammar Translation Approach		
	12.2	Direct Method Approach		
	12.3	Reading Approach		
	12.4	Audio-lingual Approach		
	12.5	Oral or Situational Approach		
	12.6	Cognitive Approach		

Affective Humanistic Approach
Comprehension Approach
Communicative Approach
Text-centred Approach
Discussion topics
Further reading
Conclusions
List of authors Bibliography