

A Critical Approach to 'Old' and 'New' Trends in Teaching English as a Foreign Language

Prof. dr Igor Lakić
University of Montenegro

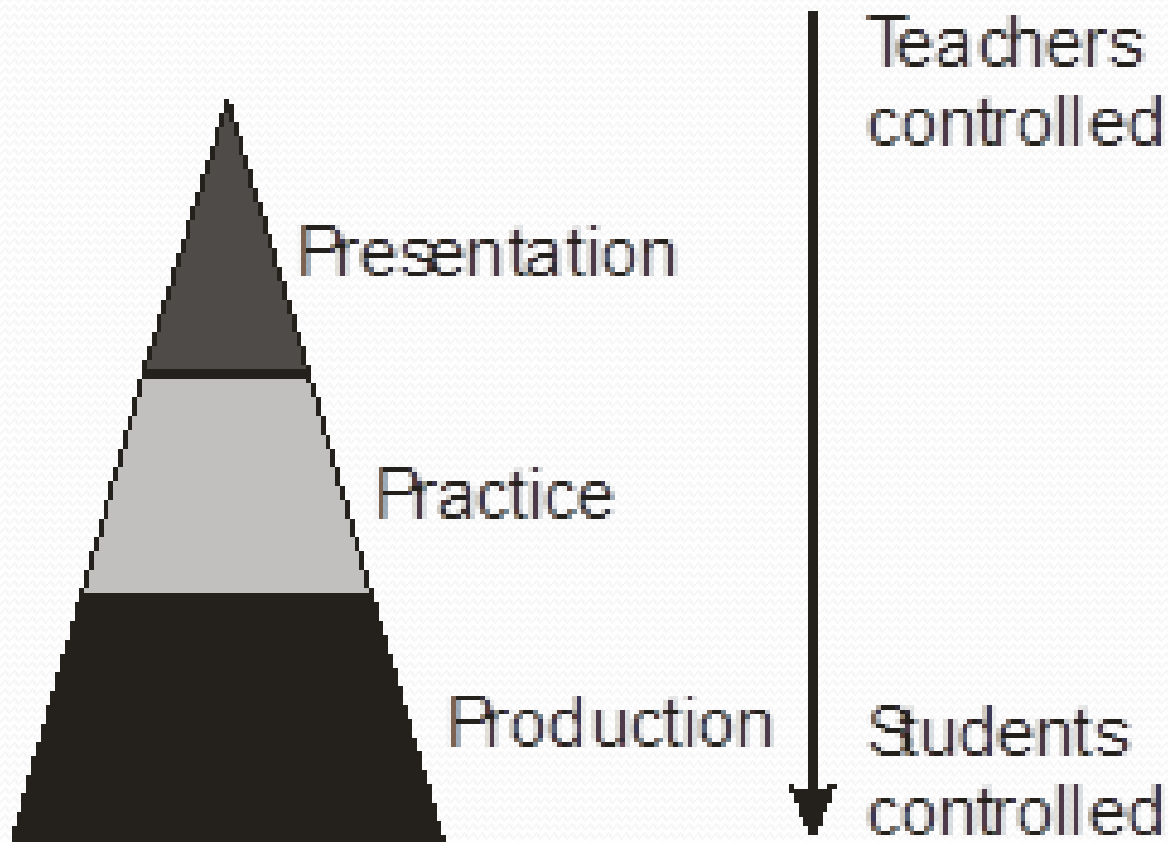
Goal

- Communicating in a foreign language
- How to reach the goal?
- What tools do we have at our disposal to reach the goal?

Knowledge vs Use

- **Competence** = language knowledge
- **Performance** = language use

PPP Model



PPP Model

- **Presentation** – short; can include practice too
- **Practice** – exercises to practice the presented material
- **Production** – use (discussion, role play, story telling...)

PPP Model

- Restrictive?
- Prescriptive?
- Too much presentation and too little production?
- Montenegrin situation

Communicative model

- Enabling communication in a foreign language
- Accuracy?
- Disadvantages
 - do students always learn in that way?
 - can students make a conclusion without being given an explanation?

Lexico-grammatical approach

- Widdowson, IATEFL East, 1996
- Rod Ellis
- Return of grammar and vocabulary in teaching English
- How?

Another brick in the wall?



Grammar

- YES, we have to teach grammar
- Grammar is not the goal, but a way to reach the goal
- How do we check the knowledge of grammar?
- Language use – say it!

Vocabulary

- YES, we have to teach vocabulary
- Individual words
- Collocations
- Colligations – grammar form and use
- Synonyms or translations?
- Context
- Language use

Translation

- YES, we have to use translation as a tool for learning English
- It supports learning the language
- Translation of English texts into Montenegrin
- What do my students say?

Translation

- A way to teach grammar (including syntax) and vocabulary in context
- Students learn by contrasting and comparing
- A way to avoid interference of mother tongue
- Students feel they have grasped the meaning properly

Translation

- Translation in the classroom:
 - testing
 - identifying errors, problems
 - learning

A test with 3rd year students of International Relations and Diplomacy at the Faculty of Political Science

Translation

- Rečeno mi je da nećete biti u kancelariji.
 - I was told that you would not be in your office.
-
- * (1) It tolded to me that he doesn't be in office.
 - * (2) It was told me that you would not be in the office.
 - * (3) It saided to me that you will not be in the office.
 - * (4) Was told to me that you would not be in office.
 - * (5) I've been said that you won't be in office.

Translation

- Bio bih vam zahvalan kad biste završili izvještaj do sutra.
- I would appreciate if you finished your report by tomorrow.

*** (1) I would be appritiate when you finished until tomorrow.**

*** (2) I would be you faithfully if you done that to tomorrow.**

*** (3) I would be your faithfully when you finish your until tomorrow.**

Translation - survey

1. To what extent does translation of texts from English into Montenegro help you in learning English?

| | |
|----------------------------|----|
| A. a lot | 14 |
| B. partially | 11 |
| C. little | 0 |
| D. It does not help at all | 0 |

Translation - survey

2. Do you think that your understanding of the text would be at the same level if you did not translate it into Montenegrin?

| | |
|--------|----|
| A. Yes | 9 |
| B. No | 16 |

Translation - survey

3. Does translation help you in learning English?

| | |
|--------|----|
| A. Yes | 23 |
| B. No | 2 |

What else?

- Drill
- Use of mother tongue
- Don't stick blindly to the textbook
- How can we make our students speak English in pairs and groups?
- Tell your students how to learn English

Conclusion

- There are no bad models, only their bad application
- Every model is good if it leads to communication
- Communication is our final goal