

NEW PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO

ELTAM DAYS

INNOVATIONS IN TEACHING

THE 2ND INTERNATIONAL/THE 6TH NATIONAL CONFERENCE

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SUMMARY

- WHAT WILL BE DISCUSSED IN THIS LECTURE ARE:
- NEW PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO.
- THE UNIVERSITY SETTING HERE REFERS TO THE FACULTY OF PHILOLOGY IN NIKŠIĆ WHERE STUDENTS IN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE ARE PREPARED FOR THE JOB OF BEING AN ENGLISH LANGUAGE TEACHER.
- TO BEGIN WITH, THE AUTHOR WILL SHOW THE CONTEXT OF THE METHODICS OF TEACHING ENGLISH WITHIN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, REVEALING THE STRUCTURE OF THE TEACHING OF THIS SUBJECT THERE AND THE LEARNING OUTCOMES WITHIN WHICH THE CONTEXT OF TEACHING, I.E. LECTURING ON THE SUBJECT, IS ALSO PRESENTED.

- THE AUTHOR WILL PUT SPECIAL EMPHASIS ON THE **BALANCE BETWEEN THEORY AND PRACTICE IN THE LECTURING CONTEXT**, EXPLAINING HOW THIS IS DONE WITH STUDENTS.
- AIMING TO EXPLAIN THIS IN A MORE PROFOUND WAY, THE AUTHOR WILL PROVIDE THE AUDIENCE WITH EXAMPLES OF THE NEW TEACHING APPROACHES BEING USED WITH THE STUDENTS AND THE RESULTS SHE HAS PRODUCED SO FAR.
- THIS IS ADDITIONALLY EXPLAINED BY CONDUCTING ANALYSIS OF THIS LECTURE ON THE QUALITIES NEEDED BY A GOOD TEACHER AND GOOD TEACHING STYLES.

THE STRUCTURE OF THE LECTURE

- **THIS PRESENTATION IS DIVIDED INTO THREE SECTIONS:**
- **NEW PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO**
- **THE CONTEXT OF THE METHODICS OF TEACHING ENGLISH WITHIN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**
 - **THE STRUCTURE OF THE SUBJECT AND LEARNING OUTCOMES**
 - **THE BALANCE BETWEEN THEORY AND PRACTICE IN THE LECTURING**
- **EXAMPLES OF NEW TEACHING APPROACHES**
 - **VIEWS ON HIGHER EDUCATION**
 - **QUALITIES NEEDED BY A GOOD TEACHER**
 - **GOOD TEACHING STYLES**

1. NEW PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO

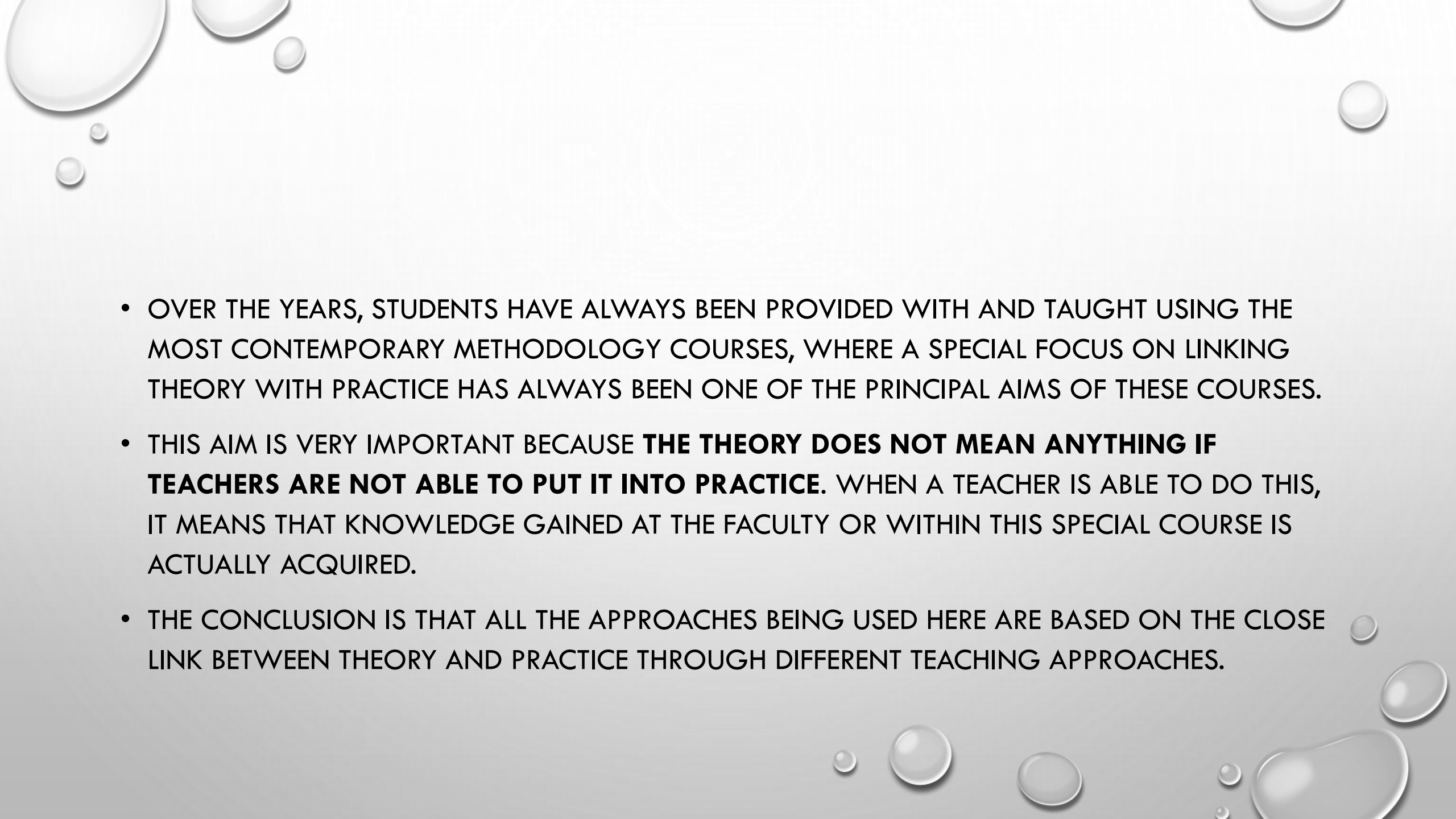
- PERSPECTIVES ON AND APPROACHES TO TEACHING IN GENERAL HAVE ALWAYS BEEN ASSOCIATED WITH THE EDUCATIONAL CONTEXT, TO BE MORE PRECISE, WITH THE UNIVERSITY SETTING.
- THIS ATTITUDE CAN BE EXPLAINED BY THE FACT THAT THE UNIVERSITY SETTING IS THE PLACE WHERE THE YOUNGER GENERATION IS EDUCATED AND PREPARED FOR THE PROFESSIONS THEY CHOOSE TO STUDY WITHIN THEIR STUDY PROGRAMMES.
- WHEN WE THINK OF THE PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO, THE FIRST ASSOCIATION IS WITH THE FOREIGN LANGUAGE DEPARTMENTS THERE, WHERE, AMONG OTHER FOREIGN LANGUAGES, ENGLISH IS ALSO STUDIED.
- THESE STUDENTS HAVE THE OPPORTUNITY TO CHOOSE BETWEEN DIFFERENT PROFESSIONS WHERE THEY WILL NEED TO USE ENGLISH OUTSIDE THE UNIVERSITY SETTING, TO BE EITHER TRANSLATORS OR ENGLISH TEACHERS.
- THE SPECIAL FOCUS OF THIS PRESENTATION WILL BE ON THE COURSES OF ENGLISH LANGUAGE METHODOLOGY THAT ARE OFFERED AT THE FACULTY, THE SYLLABUS AND ITS LEARNING OUTCOMES.
- ALSO, THE PERSPECTIVES OF THE STUDENTS WHO GET THEIR UNDERGRADUATE DEGREE AS ENGLISH LANGUAGE TEACHERS WILL BE CONSIDERED. THEY ARE PREPARED FOR THIS JOB GRADUALLY IN A THEORETICAL AND PRACTICAL CONTEXT, WHERE THE SYLLABUS OF THE METHODOLOGY COURSES COVERS THE PRESCHOOL, ELEMENTARY AND SECONDARY LEVELS.

1. NEW PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO

- THE FIRST THING I WOULD LIKE TO DRAW YOUR ATTENTION TO IS THE MOST IMPORTANT INFORMATION ABOUT:
 - THE FACULTY OF PHILOLOGY
 - THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN NIKŠIĆ

1. NEW PERSPECTIVES ON AND APPROACHES TO TEACHING ENGLISH AT THE UNIVERSITY OF MONTENEGRO

- **THE FACULTY OF PHILOLOGY** WAS ESTABLISHED IN OCTOBER 2015. STUDENTS CAN CHOOSE TO STUDY ONE OF SEVEN FOREIGN LANGUAGE STUDY PROGRAMMES, SUCH AS ENGLISH, FRENCH, RUSSIAN, ITALIAN OR GERMAN LANGUAGE AND LITERATURE.
- THE OLDEST DEPARTMENT IN THE FACULTY IS THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, ESTABLISHED IN 1990, WHILE THE YOUNGEST ONE IS THE DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE. THE MISSION OF THE FACULTY OF PHILOLOGY IS THE CREATION OF COMPETENT TRANSLATORS AND ENGLISH TEACHERS IN THE AREA OF FOREIGN LANGUAGES.
- THE ENGLISH LANGUAGE DEPARTMENT HAS A LONG TRADITION ESPECIALLY WHEN IT COMES TO PREPARING STUDENTS FOR THE PROFESSION OF ENGLISH LANGUAGE TEACHER.

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- OVER THE YEARS, STUDENTS HAVE ALWAYS BEEN PROVIDED WITH AND TAUGHT USING THE MOST CONTEMPORARY METHODOLOGY COURSES, WHERE A SPECIAL FOCUS ON LINKING THEORY WITH PRACTICE HAS ALWAYS BEEN ONE OF THE PRINCIPAL AIMS OF THESE COURSES.
 - THIS AIM IS VERY IMPORTANT BECAUSE **THE THEORY DOES NOT MEAN ANYTHING IF TEACHERS ARE NOT ABLE TO PUT IT INTO PRACTICE.** WHEN A TEACHER IS ABLE TO DO THIS, IT MEANS THAT KNOWLEDGE GAINED AT THE FACULTY OR WITHIN THIS SPECIAL COURSE IS ACTUALLY ACQUIRED.
 - THE CONCLUSION IS THAT ALL THE APPROACHES BEING USED HERE ARE BASED ON THE CLOSE LINK BETWEEN THEORY AND PRACTICE THROUGH DIFFERENT TEACHING APPROACHES.

2. THE CONTEXT OF THE METHODICS OF TEACHING ENGLISH WITHIN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

- AT THE FACULTY OF PHILOLOGY WE ARE CURRENTLY OFFERING FOUR METHODOLOGY COURSES:
- **BASICS OF FOREIGN LANGUAGE TEACHING METHODS**
- **ENGLISH LANGUAGE TEACHING METHODS WITH WORK IN SCHOOL**
- **TEACHING CONTENT IN PRESCHOOL AND PRIMARY EDUCATION (PROCESSING OF LANGUAGE AND LITERATURE CONTENT)**
- **TEACHING CONTENT IN HIGHSCHOOL EDUCATION (PROCESSING OF LANGUAGE AND LITERATURE CONTENT)**

BASICS OF FOREIGN LANGUAGE TEACHING METHODS

- **LEARNING OUTCOMES:**
- AFTER STUDENTS PASS THIS EXAM, THEY WILL BE ABLE TO:
 - 1. GIVE ENGLISH LANGUAGE LESSONS INDIVIDUALLY IN PRIMARY AND SECONDARY SCHOOLS;
 - 2. USE THEIR KNOWLEDGE OF ENGLISH LANGUAGE METHODOLOGY WHILE GIVING LESSONS IN PRIMARY AND SECONDARY SCHOOLS;
 - 3. SHOW SKILLS IN INDIVIDUAL WORK, WORK IN PAIRS, AS WELL AS IN A GROUP (TEAM WORK);
 - 4. PLAN AN ENGLISH LANGUAGE SYLLABUS (PREPARE YEARLY, MONTHLY AND DAILY WORK PLANS);
 - 5. PREPARE SPECIAL TYPES OF LESSONS (ACCORDING TO DIFFERENT CRITERIA);

- 6. PREPARE EXAMPLES TO USE IN TEACHING METHODS, TECHNIQUES AND LEARNING STRATEGIES;
- 7. MODIFY THE EXISTING TEACHING MODELS (METHODS, TECHNIQUES, LEARNING AND STUDY STRATEGIES), ADAPTING THEM TO NEW CONDITIONS IN PRACTICE (USING POWERPOINT PRESENTATIONS, DEBATES AND DISCUSSIONS IN THE CLASS, MAKING USE OF VARIOUS WORK MATERIALS);
- 8. EVALUATE STUDENTS' ACHIEVEMENTS IN THE FOUR AREAS OF LANGUAGE SKILLS (LISTENING, SPEAKING, READING AND WRITING), AND IMPROVE KNOWLEDGE IN THE SPHERES OF GRAMMAR, VOCABULARY AND PRONUNCIATION;
- 9. ANALYSE A TEACHING SYLLABUS FOR ENGLISH LANGUAGE AT ALL GRADES OF PRIMARY AND SECONDARY SCHOOL INDEPENDENTLY AND IN THE CONTEXT OF THE TEACHING PLAN;
- 10. DEVELOP COMPETENCE IN PLANNING A 21ST-CENTURY SYLLABUS WHICH CLEARLY DETERMINES THE ROLES OF THE TEACHER AND THE STUDENTS AND WHICH MEETS INTERNATIONAL STANDARDS.

ENGLISH LANGUAGE TEACHING METHODS WITH WORK IN SCHOOL

- AFTER STUDENTS PASS THIS EXAM, THEY WILL BE ABLE TO:
 - 1. GIVE ENGLISH LANGUAGE LESSONS INDIVIDUALLY IN PRIMARY AND SECONDARY SCHOOLS;
 - 2. USE THEIR KNOWLEDGE OF ENGLISH LANGUAGE METHODOLOGY WHILE GIVING LESSONS IN PRIMARY AND SECONDARY SCHOOLS;
 - 3. SHOW SKILLS IN INDIVIDUAL WORK, WORK IN PAIRS, AS WELL AS IN A GROUP (TEAM WORK);
 - 4. PLAN AN ENGLISH LANGUAGE SYLLABUS (PREPARE YEARLY, MONTHLY AND DAILY WORK PLANS);
 - 5. PREPARE SPECIAL TYPES OF LESSONS (ACCORDING TO DIFFERENT CRITERIA);

- 6. PREPARE EXAMPLES TO USE IN TEACHING METHODS, TECHNIQUES AND LEARNING STRATEGIES;
- 7. MODIFY THE EXISTING TEACHING MODELS (METHODS, TECHNIQUES, LEARNING AND STUDY STRATEGIES), ADAPTING THEM TO NEW CONDITIONS IN PRACTICE (USING POWERPOINT PRESENTATIONS, DEBATES AND DISCUSSIONS IN THE CLASS, MAKING USE OF VARIOUS WORK MATERIALS);
- 8. EVALUATE STUDENTS' ACHIEVEMENTS IN THE FOUR AREAS OF LANGUAGE SKILLS (LISTENING, SPEAKING, READING AND WRITING), AND IMPROVE KNOWLEDGE IN THE SPHERES OF GRAMMAR, VOCABULARY AND PRONUNCIATION;
- 9. ANALYSE A TEACHING SYLLABUS FOR ENGLISH LANGUAGE AT ALL GRADES OF PRIMARY AND SECONDARY SCHOOL INDEPENDENTLY AND IN THE CONTEXT OF THE TEACHING PLAN;
- 10. DEVELOP COMPETENCE IN PLANNING A 21ST-CENTURY SYLLABUS WHICH CLEARLY DETERMINES THE ROLES OF THE TEACHER AND THE STUDENTS AND WHICH MEETS INTERNATIONAL STANDARDS.

TEACHING CONTENT IN PRESCHOOL AND PRIMARY EDUCATION (PROCESSING OF LANGUAGE AND LITERATURE CONTENT)

- AFTER STUDENTS PASS THIS EXAM, THEY WILL BE ABLE TO:
 1. INDEPENDENTLY TEACH ENGLISH LANGUAGE IN PRESCHOOL INSTITUTIONS (TO CHILDREN AGED BETWEEN 5 AND 6 YEARS) AND IN PRIMARY SCHOOLS (WITHIN THE FRAMEWORK OF THE THREE CYCLES OF ENGLISH LANGUAGE);
 2. ANALYSE A TEACHING PROGRAMME FOR ENGLISH LANGUAGE IN PRESCHOOL INSTITUTIONS, IN THE EARLIER GRADES OF PRIMARY SCHOOL (FIRST CYCLE OF ENGLISH LANGUAGE LEARNING) AND IN THE LATER GRADES OF PRIMARY SCHOOL (SECOND AND THIRD CYCLES OF ENGLISH LANGUAGE LEARNING) INDEPENDENTLY AND IN THE CONTEXT OF THE SYLLABUS;
 3. PLAN AN ENGLISH LANGUAGE SYLLABUS (WRITE A YEARLY, MONTHLY AND DAILY WORK PLANS);

- 3. EXPLAIN THE BASIC IDEAS OF METHODICS ABOUT BEGINNER-LEVEL DEVELOPMENT OF SPEAKING AND LISTENING SKILLS (PRESCHOOL AGE, AS WELL AS YOUNGER AGES WITHIN THE FIRST CYCLE OF ENGLISH LANGUAGE LEARNING), AS WELL AS WITH BEGINNERS' AND ADVANCED LEARNERS' READING AND WRITING AND INTERPRETING LITERATURE IN TEACHING (SECOND AND THIRD CYCLES OF ENGLISH LANGUAGE LEARNING);
- 4. PREPARE EXAMPLES FOR USE IN TEACHING METHODS AND TECHNIQUES, AND LEARNING STRATEGIES;
- 5. EVALUATE STUDENTS' ACHIEVEMENTS IN THE AREA OF THE FOUR LANGUAGE SKILLS: LISTENING, SPEAKING, READING AND WRITING.

TEACHING CONTENT IN SECONDARY SCHOOL EDUCATION (PROCESSING OF LANGUAGE AND LITERATURE CONTENT)

- AFTER THE STUDENTS PASS THIS EXAM, THEY WILL BE ABLE TO:
- 1. INDEPENDENTLY TEACH ENGLISH LANGUAGE IN SECONDARY SCHOOLS;
- 2. ANALYSE A TEACHING PROGRAMME FOR ENGLISH LANGUAGE IN SECONDARY SCHOOLS, INDEPENDENTLY AND IN THE CONTEXT OF A SYLLABUS;
- 3. PLAN AN ENGLISH LANGUAGE SYLLABUS (WRITE YEARLY, MONTHLY AND DAILY WORK PLANS);
- 4. EXPLAIN THE BASIC IDEAS OF METHODICS REGARDING DEVELOPING LISTENING, SPEAKING, READING AND WRITING SKILLS;

- 5. PREPARE EXAMPLES FOR USE IN TEACHING METHODS AND TECHNIQUES, AND LEARNING STRATEGIES;
- 6. INTERPRET LITERARY TEXTS METHODICALLY;
- 7. APPLY LITERARY TEXTS TO ENGLISH LANGUAGE TEACHING;
- 8. EVALUATE STUDENTS' ACHIEVEMENTS IN THE AREA OF THE FOUR LANGUAGE SKILLS: LISTENING, SPEAKING, READING AND WRITING.

THE BALANCE BETWEEN THEORY AND PRACTICE IN LECTURING

- THE BALANCE BETWEEN THEORY AND PRACTICE IN LEARNING IS VERY IMPORTANT AND IT REPRESENTS ONE OF THE KEY NEW ELEMENTS OF TEACHING ENGLISH WITHIN THE METHODOLOGY COURSES MENTIONED HERE.
- THE FIRST STEP IN ACCOMPLISHING THIS IS IN THE CONTEXT OF THE METHODOLOGY COURSES AND THE WORKING ATMOSPHERE;
- THE SECOND STEP IS THE FINAL PRODUCT WHEN OUR STUDENTS, WITH THEIR UNDERGRADUATE DEGREES ENTER THE ENGLISH LANGUAGE CLASSROOM AS ENGLISH TEACHERS AND SHOW WHAT THEY HAVE BEEN TAUGHT AT THE FACULTY.
- HERE, FOUR REPRESENTATIVE EXAMPLES WILL BE GIVEN IN ORDER TO EXPLAIN HOW OUR STUDENTS ARE LED THROUGH THIS PROCESS OF LEARNING TO BECOME TUTORS, FACILITATORS, GUIDES, ETC. IN THE FOREIGN LANGUAGE CLASSROOM.

EXAMPLES

VIEWS ON HIGHER EDUCATION

- **VIEWS ON HIGHER EDUCATION**
- CLASS ACTIVITY 1 : YOUR PERSONAL VIEW ON HIGHER EDUCATION
- CLASS ACTIVITY 2: CLASS READING AND DISCUSSION
- **QUALITIES FOR A TEACHER CLASS ACTIVITY**
- CLASS ACTIVITY 3: DETERMINE QUALITIES FOR A TEACHER
- **TEACHING STYLES**
- CLASS ACTIVITY 4: REFLECTIONS, FEEDBACK

VIEWS ON LEARNING IN HIGHER EDUCATION (YOUR PERSONAL VIEW ON HIGHER EDUCATION)

- **CLASS ACTIVITY 1 (15 MINUTES) INSTRUCTIONS:**
- **PICK A CARD THAT REPRESENTS YOUR VIEW IN EDUCATION**
- **TAKE 2 MINS TO ANSWER THE FOLLOWING QUESTIONS:**
 - WHY DID YOU CHOOSE THIS TEACHING COURSE?
 - WHAT WOULD YOU BE MOST PROUD OF IN TEACHING?
 - WHAT WOULD BE YOUR WORST NIGHTMARE IN TEACHING?
 - -FIND ANOTHER PARTICIPANT AND DISCUSS YOUR IDEAS.
 - -PLENARY: INTRODUCE YOUR NEIGHBOR'S CHOICE

CLASS ACTIVITY 2: LITERATURE READING AND CLASS DISCUSSION (15 MINS)

- HOUGHTON, W. (2004). LEVELS OF THINKING ABOUT LEARNING AND TEACHING. IN ENGINEERING SUBJECT CENTRE GUIDE: LEARNING AND TEACHING THEORY OF ENGINEERING ACADEMICS. LOUGHBOROUGH: HEA ENGINEERING SUBJECT CENTRE
- [HTTPS://WWW.HEACADEMY.AC.UK/SYSTEM/FILES/LEARNING-TEACHING-THEORY.PDF](https://www.heacademy.ac.uk/system/files/learning-teaching-theory.pdf)
- (READ CHAPTER 3): COMPARE YOUR PERSONAL VIEWS ON LEARNING IN HIGHER EDUCATION WITH NEW LITERATURE FINDING

INSTEAD OF CONCLUSION

- ACCORDING TO THESE EXAMPLES OF LINKING THEORY AND PRACTICE ON THE METHODOLOGY COURSES, THE STRUCTURE OF THE FINAL EXAM IS PRESENTED HERE AS A CONCLUSION TO THIS PRESENTATION.
- THIS IS HOW STUDENTS' WORK IS ASSESSED BY THE END OF A SEMESTER.

FINAL EXAM, METHODOLOGY (50 POINTS)

- **FINAL EXAM, METHODOLOGY (50 POINTS)**

- 1. WHAT HAVE YOU GAINED FROM THIS COURSE SO FAR?**

(YOUR INTRODUCTION SHOULD BE BASED ON YOUR REFLECTIONS ABOUT TEACHING STYLES, LEARNING OUTCOMES AND TEACHING METHODS) (MAX 10 POINTS)

- 2. GIVE A BRIEF SUMMARY OF YOUR THOUGHTS:**

1. REGARDING YOUR OBSERVATIONS IN SCHOOLS,
2. WITH REGARDS TO YOUR THEORETICAL BACKGROUND.

(WHAT DID YOU LEARN THROUGH OBSERVATIONS? WHAT DID YOU LEARN DURING PREPARING AND PRESENTING YOUR OWN TEACHING ACTIVITIES FOR YOUR HOMEWORK ASSIGNMENTS?) (MAX 10 POINTS)

3. DESCRIBE YOUR PREFERRED TEACHING STYLE ?

(GIVE AN EXAMPLE WHERE YOU FELT COMFORTABLE IN YOUR TEACHING WITH REGARDS TO THE CHOSEN TEACHING STYLE(S). WOULD IT BE YOUR FUTURE TEACHING CHOICE?

(MAX 10 POINTS)

4. DESCRIBE WHAT YOU CONSIDERED BORING IN THE PARTICULAR TEACHING METHOD(S) AT THE ELEMENTARY EDUCATION LEVEL.

(GIVE AN EXAMPLE. IT REFERS TO TEACHING TECHNIQUES YOU HAVE DONE FOR YOU HOMEWORK ASSIGNMENTS REGARDING COLLOQUIUM 1.) (MAX 10 POINTS)

5. HOW DO YOU FORESEE THE FUTURE OF EDUCATIONAL PRACTICES?

(WHAT WOULD YOU LIKE TO SEE HAPPEN AT THE DIFFERENT LEVELS OF EDUCATION?

WHAT WOULD BE YOUR ROLE IN THE FUTURE EDUCATIONAL PRACTICES WITH REGARDS TO TEACHING STYLES, DEFINING LEARNING OUTCOMES AND TEACHING METHODS?)

(MAX 10 POINTS)