

SHOULD THE TEACHER KNOW THE STUDENT'S FIRST LANGUAGE ?**STRATEGIES IN TEACHING METHODS****Jozina Vander Klok****McGill University, Montreal, Canada**jozina.vanderklok@mail.mcgill.ca**ABSTRACT**

When teaching English, is it important to know the mother tongue of your students? In this paper, I discuss the advantages and disadvantages whether a teacher knows the first language of their students or not. For example, an advantage of knowing the first language is being able to quickly understand student's language use, such as using English vocabulary but still using the syntax of their first language. However, this knowledge may then be a disadvantage if the teacher and/or student only relies on translation as a teaching method. In looking at these advantages and disadvantages, I explore different teaching methods for when the teacher does understand the student's mother tongue and when the teacher does not, in order to exploit the best method in each respective situation.

Keywords: *English teaching, learning, mother tongue*

Introduction

When teaching English, is it important to know the mother tongue of your students? In this paper, I discuss the advantages and disadvantages whether a teacher knows the first language of their students or not. For example, an advantage of knowing the first language is being able to quickly understand student's language use, such as using English vocabulary but still using the syntax of their first language. However, this knowledge may then be a disadvantage if the teacher and/or student only relies on translation as a teaching method. In looking at these advantages and disadvantages, I explore different teaching methods for when the teacher does understand the student's mother tongue and when the teacher does not, in order to exploit the best method in each respective situation.

References

Chicago Press. Carnie, Andrew, and Guilfoyle, Eithne eds. 2000. *The syntax of Verb Initial Languages* Oxford: Oxford University Press.

Baker, Mark C. 1988. Incorporation: a theory of grammatical function changing.

polyfunctionality and Standard Average European. In *Modality: Studies in form*

and function, eds. Alex Klinge and Henrik Hoeg Muller, 247-272. London:

Equinox. Badib, Abbas A. 1980. Some major constructions in Javanese: A lexicase approach, Monash University: PhD.

Asarina, Alya, and Holt, Anna. 2005. The syntax and semantics of Tagalog modals. In *UCLA Working Papers, Proceedings of AFLA XII* eds. Heinz and Ntelitheos. Van der Auwera, Johan, and Ammann, Andreas, 2008. Overlap Between Situational and Epistemic Modal Marking. In *The World Atlas of Language Structures*, eds. M Haspelmath, M Dryer, David Gil and Bernard Comrie: Max Planck Digital dissertation, Library.