



EVROPSKÁ UNIE  
Evropské strukturální a investiční fondy  
Operační program Výzkum, vývoj a vzdělávání



## Sylabus a metodické postupy pro výuku předmětu

### Teaching English as a Foreign Language I

Tomáš Gráf

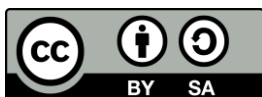
Ústav anglického jazyka a didaktiky

Univerzita Karlova, Filozofická fakulta

2022

Sylabus byl inovován v rámci projektu „Podpora pregraduálního vzdělávání budoucích učitelů na UK“, registrační číslo projektu CZ.02.3.68/0.0/0.0/19\_068/0016093, financovaného prostřednictvím Operačního programu Výzkum, vývoj a vzdělávání.

Toto dílo s názvem Sylabus a metodické postupy pro výuku předmětu Teaching English as a Foreign Language I od autora Tomáše Gráfa je dostupné pod licencí Creative Commons BY-SA 4.0 International. Licenční podmínky jsou dostupné na adrese <http://creativecommons.org/licenses/by-sa/4.0/legalcode>. Při zachování těchto podmínek, tedy především uvedení původu díla, jste oprávněni dílo šířit, upravovat, a to i komerčně.



## **Contents**

<b>Introduction .....</b>	<b>3</b>
<b>Seminar 1 .....</b>	<b>9</b>
<b>Seminar 2.....</b>	<b>17</b>
<b>Seminar 3.....</b>	<b>23</b>
<b>Seminar 4.....</b>	<b>30</b>
<b>Seminar 5.....</b>	<b>37</b>
<b>Seminar 6.....</b>	<b>42</b>
<b>Seminar 7.....</b>	<b>52</b>
<b>Seminar 8 .....</b>	<b>56</b>
<b>Seminar 9.....</b>	<b>65</b>
<b>Seminar 10 .....</b>	<b>67</b>
<b>Seminar 11 .....</b>	<b>75</b>
<b>Seminar 12 .....</b>	<b>78</b>
<b>Bibliography.....</b>	<b>82</b>

## 1. Introduction

The English language is ever evolving and in the current world it plays a large number of roles. The English language teaching profession has constantly to look for ways to address all of these and to respond to the changing contexts in which English is being used and how it is being perceived by its users. Whether they are learning English for the purposes of global communication, whether they want to learn the language of cultures they find attractive or need English as a tool for carrying out their professional aims, the ELT profession needs to keep finding ways of adapting its procedures and objectives in order to meet the needs of all learners and as such is continually evolving as well.

The present course *Teaching English as a Foreign Language 1* is designed to address these issues and aims to prepare modern English language teachers who are both technically equipped to teach English and aware of the changing contexts in which English is used in the current world. Its curricular basis is a combination of the communicative wave and the third wave of language teaching curricula (Graves 2016), i. e. the combination of the communicative approach to language teaching with contextually based approaches which foreground the use of language as meaning-based social practice. Its second language acquisition basis is strongly grounded in usage-based theories.

The course presents a core course in the teacher-training programme at the Faculty of Arts, Charles University. It is intended for MA students of the teacher-training programmes. These students developed their understanding of many of the associated concepts during the BA part of their training, including introductory topics to ELT and second language acquisition and also the historical development of the field and several of the key developmental phases. Students who join the course ought to be familiar with the ELT and SLA topics introduced in the courses English Language Seminar for Teachers 1, English Language Seminar for Teachers 2 and Language-learning theory and practice for ELT.

### 1.1 Aim of the course

The course aims to equip the students with core skills and knowledge essential for ELT professionals. It aims to use the knowledge and skills acquired in the BA level course in this study programme as a springboard for developing both a deep understanding of the principles of language teaching and a battery of practical skills to be used in the everyday life in the ELT classroom. It sees the teacher-trainee as a developing ELT professional with a high degree of autonomy, the ability to take charge of his own learning on his own but also in cooperation with his peers. It aims to prepare the trainees to become competent novice teachers with a sound command of both the theoretical and practical aspects of the field and understand the relation between evidence-based, research driven pedagogy and theories of SLA, and their practical application.

These teachers see their students as users of English with various reasons and motivations for learning the language, teachers who acknowledge this large, contextually-bound basis and strive to orient their students toward meaning-based communication which happens in real-life contexts and with very concrete linguistic and real-life goals. The English language is seen both as a tool to achieve this large variety of goals but also as a language which many learners and teachers enjoy for what it is: a language with a rich and attractive cultural history.

## **1.2 Course description**

The main topics for this term of the course include the participants in the ELT process, i. e. teachers and learners, the content and context of ELT in the Czech Republic (essential curricular documents, design of curricular and the structure of ELT content), and the introduction to the teaching of selected language forms (namely pronunciation and vocabulary), and language skills (namely listening). It also includes a seminar on teaching materials and the use of ICT.

This is a highly practical course in which the students are constantly involved in discussions, group activities and project work. They also regularly participate in short teaching episodes (microteachings) which may last from a few seconds to 20 minutes. The last-mentioned microteachings are videoed and the videos are made available to the trainees for their private analysis. The inclusion of the longer micro-teaching slot is the reason why the course has been designed for three 45-minute blocks. It is during the last one that the microteaching and its analysis (i. e. feedback session) happen.

The course is multidisciplinary drawing on research findings in the field of language teaching methodology, applied linguistics, linguistics, learner corpus research, psycholinguistics, pedagogy, psychology and second language acquisition,

## **1.3 Acquired skills and competences**

The students will have developed the following skills and competences:

- to apply the theoretical knowledge of the individual topics to forming practical professional habits;
- to develop a sound understanding of the current context of ELT;
- to evaluate and understand how to apply the recommendations of the Common European Framework of Reference for Languages;
- to define the content of teaching English and identify the types and components of syllabi and curricula accordingly;
- to understand the principles of research in the field of applied linguistics and didactics of English and their applicability to the teaching of English;
- on the basis of the study of literature and information from the course to identify key issues of English didactics;
- to adapt the teaching of English according to both the roles of the teacher and different student variables;

- to develop sound practices of the teaching of English language forms (pronunciation, vocabulary, grammar) based on the connection of theory and practice;
- to develop sound practices of the teaching of English language skills based on the connection of theory and practice;
- to learn to teach using ELT textbooks and develop a whole range of related techniques in the different areas of their use;
- to select appropriate methodological procedures and materials for different teaching contexts;
- to understand the principles of using digital technologies in teaching English;
- to create methodological procedures using digital technologies;
- to create long- and short-term teaching plans;
- to carry out teaching according to long- and short-term plans, including testing, evaluation and feedback;
- to develop ways of critically analysing teaching;
- to give feedback to classmates who implement micro-teaching;
- to develop procedures for self-reflection in teaching;
- to develop an overview of secondary literature and professional periodicals;
- to plan further professional development, understand its principles and the need for a systematic approach to it, including the management of a professional portfolio.

## **1.4 The teaching principles**

The realization of each seminar of the course relies on the following key factors:

1. preparation for the seminar + feedback
2. active students in the seminars
3. careful selection of the content and activities
4. follow-up work using online quizzes
5. careful selection of accompanying readings
6. extensive support through the Moodle page for the course
7. connecting theory and practice
8. development of reflective practice

### **1.4.1 Preparation for the seminar + feedback**

For each seminar the students are required to complete a number of pre-seminar tasks. These tasks include pre-seminar questions, online quizzes, and compulsory and suggested reading.

Pre-seminar questions focus the students' attention on some of the key topics to be introduced and tap into their own experience with them. They are accompanied by an online forum where students may share their experiences. Some of these questions are also accompanied by compulsory online quizzes or questionnaires which also work

with the students' own experience in the topic of the seminar. Short compulsory reading texts and video viewings are assigned and are accompanied by online quizzes so that the students receive online feedback. Further interest is supported by the provision of carefully suggested literature. The instructor wants the student to be as well prepared for the seminar as possible so that time in the seminar can be spent on practice, group work and discussions.

#### **1.4.2 Active students in the seminars**

The course is based on constructivist principles and uses a large variety of activation techniques. The students are expected to work in pairs and groups analysing materials and teaching methods and techniques, discussing their findings and looking for ways in which they can be applied in practice.

#### **1.4.3 Careful selection of the content and activities**

The content of each seminar is carefully selected so that as much time as possible is created for practical and problem-based tasks. Whatever information can be obtained by self-study through reading, watching or completion of quizzes is left for this type of work. In this way maximum time is made available both for the students' active participation and for their own questions and ideas as to what further content should be included.

#### **1.4.4 Follow-up work using online quizzes**

Each seminar has accompanying quizzes in the Moodle where the students can check their understanding of the concepts. This provides space for revision and feedback. The completion of these quizzes is compulsory and leads to the final grade.

#### **1.4.5 Careful selection of accompanying readings**

Each seminar contains a variety of readings and viewings, some of which is compulsory and other only optional. All of these texts have accompanying questions in the Moodle.

#### **1.4.6 Extensive support through the Moodle page for the course**

The course has extensive Moodle pages containing all of the course materials and links to important resources.

#### **1.4.7 Connecting theory and practice**

Each seminar (except no. 1) contains a 45-minute block for microteaching. Here a selected student delivers a short presentation of selected material and then delivers a short 15–20-minute teaching session using his peers as language students. The microteaching is videoed. The video is made available to the student. The

microteaching is carefully analysed and feedback is provided both by the mentor and by the fellow students.

The students are also involved in the creation of teaching materials, activities and lesson plans.

#### **1.4.8 Development of reflective practice**

The course encourages the development of a reflective teacher professional. It does so through frequent feedback session provided both by the trainer, the other trainees and through self-reflection.

#### **1.5 Credit requirements**

The credits are awarded for active participation in the course and completion of all required tasks, namely the following:

- regular completion of pre-seminar tasks (these are located in the Moodle and include pre-seminar readings, answering pre-seminar questions, responding to pre-seminar questionnaires etc.);
- active participation in the seminars;
- regular completion of post-seminar tasks (these are located in the Moodle and include especially post-seminar readings and quizzes etc.);
- delivering the pre-assigned micro-teaching session as per the descriptions in the Moodle and schedule agreed upon at the beginning of the course;
- keeping a teaching portfolio and including all completed work in it;
- delivering a final collaborative project as per the instructor's specifications.

#### **1.6 Connecting the course with the teacher's portfolio**

The development of each student's teacher portfolio lies at the very at course. During the whole term the students actively work with the portfolio in a number of ways and develop several of its components. The following are sample activities that the students participate in and include in their portfolios:

- active work with self-assessment descriptors and their gradual completion both through course work and self-study;
- reflection on one's own practical activities, whether in the form of teaching or the creation of materials and teaching methods;
- analysis of teaching materials (textbooks, recordings, videos, etc.);
- preparation of materials that will be used in the framework of compulsory pedagogical practice in teaching at secondary school;
- uploading the final project in the portfolio.

Besides these, each seminar contains a suggestion of themes which can be developed as parts of the portfolios and included in its various parts (i .e. the attitudinal part, the materials part, the reflective part, the developmental part etc.). Students are also encouraged to keep an annotated reading list, which is a recommended component of the portfolio.

## **1.7 Literature**

Each seminar of the course contains lists of literature for compulsory and optional reading. Compulsory readings are accompanied by compulsory quizzes in the Moodle which the students are obliged to complete as part of the credit requirements. Optional readings are also included in the Moodle. Besides, the Moodle also contains a picture bibliography (i .e. with the covers of the books) of key titles recommended for each of the topics covered in the course.

## **1.8 List of seminars**

Week 1 – The EFL teacher and his roles

Week 2 – The EFL student – roles, variables

Week 3 – The content of ELT and curricular documents

Week 4 – Lesson planning and working with coursebooks

Week 5 – Technology in ELT

Week 6 – Teaching pronunciation 1

Week 7 – Teaching pronunciation 2

Week 8 – Teaching listening 1

Week 9 – Teaching listening 2

Week 10 – Teaching vocabulary 1

Week 11 – Teaching vocabulary 2

Week 12 – Meeting a real EFL teacher

Week 13 – ELT coursebooks 2

## **1.9 Practical information**

The Moodle course: <https://dl1.cuni.cz/course/view.php?id=8746>

The SIS link:

<https://is.cuni.cz/studium/predmety/index.php?id=oddcofec472f3bdde29odf8166d8ea9b&tid=&do=predmet&kod=AAA500181>



<b>Seminář č. 1 – syllabus</b>	
<b>Název v ČJ</b>	<b>Učitel v jazykové třídě – role, učební styly, základní nástroje</b>
<b>Název v AJ</b>	<b>On being teachers of English as a foreign language</b>
<b>Smysl semináře:</b>	
<p>This introductory seminar to the whole course of TEFL for students of the teacher-training programmes selects the topic of teachers as its opening theme for the following reasons:</p> <ul style="list-style-type: none"> <li>– we see teachers as facilitators in the Vygotskian sense as those who guarantee progress;</li> <li>– in the subsequent seminars throughout the course we continually raise awareness of the teacher's roles in the process of teaching the various components of English and continually refer back to this introductory seminar;</li> <li>– we believe that awareness of the teacher's roles, styles and characteristics is key to developing these within the teacher-trainee;</li> <li>– we want to cultivate an understanding of the essential combination of the teacher being central but the students' being at the centre of attention (in other words the teacher guides but at the same time creates learning environment in the classroom);</li> <li>– in this we advocate communicative and post-method approaches to language teaching methodology which focuses on the development of communicative competence in the first place whilst recognizing the role of explicit information, learner autonomy and language awareness as some of the key components.</li> </ul> <p>The seminar connects to the topics previously introduced at the BA level which consider the role of English in the global world but take into account the learners' possible natural interest in the culture of English-speaking countries.</p> <p><b>Note:</b> In this seminar it is essential that the instructor keeps the focus on the features of English language teachers and not just teachers in general.</p>	
<b>Cíle semináře:</b>	
<p>The seminar has two roles. Firstly, it provides an introduction to the whole course and all its paraphernalia. As this would be too time-consuming to do at length, the students are required to read a detailed description of the course and the course requirements in the Moodle. Potential questions about the course can thus be resolved very quickly at the beginning of the seminar. Also, at this stage the students are already familiar with the teacher-training portfolios, and these do not need to be introduced in detail.</p> <p>Secondly, the seminar aims to introduce the concept of English language teacher roles, teaching styles and teacher qualities and raise the awareness of how these affect the process of classroom language teaching. It also strongly focuses on the concept of the teacher professional who is in charge of his own continuous professional development (teacher autonomy) and sees it as a conscious and planned process.</p>	
<b>Získané způsobilosti:</b>	
<p>Firstly, the students will resolve any questions they have regarding the course, course procedures and requirements.</p> <p>Secondly, they develop a strong understanding of the concept of teacher roles and learn to evaluate how they can apply the defining characteristics of these roles in the teaching process. They will be able to identify and describe how different teaching styles affect both teaching and learning in the language classroom and what styles to adopt for effective teaching. They will also learn to detect strong and weak points in the teacher's use of language, and they will be able to employ effective classroom language as a form of authentic communication in the target language in the classroom.</p>	
<b>Seznam klíčových témat s odkazy na relevantní literaturu:</b>	
<p>Roles of EFL teachers (Harmer 2014, Scrivener 2011, Watkins 2005)</p> <p>Teaching styles (Borg 2006, Fairclough 2008)</p>	

<p>Teacher language (Scrivener 2011, Markee 2015)</p> <p>Authenticity in language teaching (Widdowson 1978, Gillmore 2007, Chavez 1998, Lee 1995, McDonald et al. 2006, Mishan 2005, Pinner 2014, Breen 1985, Duda &amp; Tyne 2010)</p> <p>Good language teacher (Borg 2006, Leaman 2008, Tsui 2003)</p>
<b>Splněné sebehodnotící deskriptory (výčet):</b>
AJ 9.13, AJ 9.14, AJ 9.15
<b>Příprava na seminář – zadání pro studenty:</b>
<p><b>1. Reading on the course description and requirements</b></p> <p>A compulsory assignment one week before the course starts: The students will be instructed to read the full course description in the Moodle and the description of the modes of work in the course. They will be asked to mark this task as completed in the Moodle.</p> <p><b>2. Pre-seminar questions (to be published one week before the course starts)</b></p> <ol style="list-style-type: none"> <li>1. Try to write down what a teacher does in a normal working week.</li> <li>2. Which of these jobs would you feel comfortable doing?</li> <li>3. Which of these jobs do you feel entirely unprepared for?</li> <li>4. Which of these jobs are the hardest, and which are the easiest?</li> <li>5. Which roles does a teacher have in the language classroom? How can he prepare for them? How important are they?</li> <li>6. Does a teacher need to be aware that he has different roles in the language classroom? How does it affect him?</li> <li>7. Does a language teacher have any other roles apart from the ones he has in the language classroom?</li> <li>8. How does the teacher's teaching style affect the atmosphere in the class? Is it possibly related to the students' motivation?</li> <li>9. What do you believe are the key features of a good language teacher? What are they key activities good language teachers do? What, on the other hand, should they avoid?</li> <li>10. What role does the teacher's use of English have in the ELT classroom?</li> </ol> <p><b>3. Compulsory pre-seminar reading (in Moodle):</b></p> <p>Read the text Swan, M. "Common sense in teaching English" which can be found in the Moodle and complete the quiz in the Moodle)</p> <p><b>4. Compulsory pre-seminar introductory questionnaire (in Moodle)</b></p>
<b>Seznam povinné četby pro studenty:</b>
<p>Chapter 6 of Harmer, J. (2014). The Practice of English Language Teaching. Longman.</p> <p>+ quizz in the Moodle</p>
<b>Seznam rozšiřující četby pro studenty:</b>
<p>Griffiths, C. (2012). Focus on the teacher. ELT Journal, 66(4), 468–476.</p> <p>Chapter 14 of McDonough, J. Shaw, C. and Masuhara, M. (2013). Materials and Methods in ELT: A Teacher's Guide, Third Edition. John Wiley &amp; Sons.</p> <p>Fareh, S. (2018). Teacher Characteristics and Teacher Role. In The TESOL Encyclopaedia of English Language Teaching (pp. 1–6). John Wiley &amp; Sons, Inc.</p>
<b>Odkazy na internetové a mobilní zdroje:</b>
<p>Teaching Methods for Inspiring the Students of the Future:</p> <p><a href="https://www.youtube.com/watch?v=UCFg9bcW7Bk">https://www.youtube.com/watch?v=UCFg9bcW7Bk</a></p>

### Seznam literaturny instruktora:

- Borg, S. (2006). The distinctive characteristics of language teachers. *Language Teaching Research*, 10(1), 3–31.
- Borg, S. (2015). *Teacher cognition and language education: Research and practice*. London, England: Bloomsbury Academic.
- Breen, M. P. (1985). Authenticity in the language classroom. *Applied Linguistics*, 6, 60–70.
- Bulletin suisse de linguistique appliqué, 92, 86–106.
- Carter, R. and Nunan, D. (Eds.) (2001). *The Cambridge Guide to Teaching English as a Second or Other Language*. Cambridge University Press.
- Chaudron, C. (1988). *Second language classrooms: research on teaching and learning*. Cambridge Cambridgeshire New York: Cambridge University Press.
- Chavez, M. T. (1998). Learner's perspectives on authenticity. *IRAL* 36(4), 277–306.
- Duda, R., & Tyne, H. (2010). Authenticity and autonomy in language learning. *VALS-ASLA Bulletin suisse de linguistique appliqué*, 92, 86–106.
- Egan, K. (1988). *Teaching as storytelling: An alternative approach to teaching and the curriculum*. London, England: Routledge.
- Fairclough, M. (2008). *Supporting Learners in the Lifelong Learning Sector*. Maidenhead: Open University Press.
- Gilmore, A. (2007). State-of-the-art article: Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118.
- Harmer, J. (2014). *The Practice of English Language Teaching*. Longman.
- Hedge, T. (2001). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Hughes, G., Moate, J. & Raatikainen, T. (2007). *Practical classroom English*. Oxford: Oxford University Press.
- James, P. (2001). *Teachers in Action*. Cambridge University Press.
- Kyriacou, C. (2007). *Essential teaching skills (3rd ed.)*. Nelson Thornes.
- Leaman, L. (2008). *The perfect teacher: How to make the very best of your teaching skills*. London: Continuum International Publishing Group.
- Lee, W. (1995). Authenticity revisited: Text authenticity and learner authenticity. *ELT Journal*, 49(4), 323–8.
- MacDonald, M. N., Badger, R., & Dasli, M. (2006). Authenticity, culture and language learning. *Language and intercultural communication*, 6(3&4), 250–61.
- Markee, N. (Ed.). (2015) *The handbook of classroom discourse and interaction*. Oxford, England: Wiley-Blackwell.
- McDonough, J., Shaw, C., & Masuhara, H. (2012). *Materials and methods in ELT: A teacher's guide (3rd ed.)*. Wiley-Blackwell.
- Mishan, F. (2005). *Designing authenticity into language learning materials*. Bristol, England: Intellect
- Orlich, Donald C. *Teaching strategies: a guide to effective instruction*. Boston, MA: Cengage Learning, 2009. Print.
- Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge University Press.
- Richards, J. & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Richards, J.C. (2016). *Key Issues in Language Teaching*. Cambridge University Press.
- Sanders, W. L., & Rivers, J. C. (1996). Teacher characteristics. In H. E. Mitzel (Ed.), *Encyclopedia of educational research* (5th ed.). New York, NY: The Free Press.
- Scrivener, J. (2011). *Learning Teaching*. Macmillan.
- Tsui, A. (2003). *Understanding expertise in teaching: case studies of second language teachers*. Cambridge New York: Cambridge University Press.
- Ur, P. (2012). *A Course in Language Teaching Practice & Theory*. Cambridge University Press.
- Wallace, M. (1991). *Training Foreign Language Teachers*. Cambridge University Press.

Watkins, P. (2005). <i>Learning to Teach English</i> . Peaslake: Delta Publishing. Widdowson, H. (1978). <i>Teaching language as communication</i> . Oxford: Oxford University Press. Wright, T. (1997). <i>Roles of Teachers and Learners</i> . Oxford University Press.	
<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	<a href="https://dl1.cuni.cz/mod/folder/view.php?id=428155">https://dl1.cuni.cz/mod/folder/view.php?id=428155</a>
<b>Forma plnění deskriptorů</b>	
<b>Číslo a název deskriptoru:</b>	<b>Forma plnění deskriptoru:</b>
9.13 Znáám klíčová vydavatelství, která publikují metodické materiály pro učitele AJ.	seminář, Moodle, vlastní řešerše (studenti si doplňují do portfolia výsledky své řešerše)
9.14 Znáám klíčové internetové stránky, které publikují metodické materiály pro učitele AJ.	seminář, Moodle, vlastní řešerše (studenti si doplňují do portfolia výsledky své řešerše)
9.15 Znáám klíčové učebnice pro učitele AJ.	seminář, Moodle, vlastní řešerše (studenti si doplňují do portfolia výsledky své řešerše)
<b>Zadání úkolů do portfolia:</b>	
1) What is your own teaching style? (a brief essay) 2) How do your personal qualities and characteristics affect what kind of teacher you are? (a brief essay) 3) Search the basic literature for English teacher education and add the results of your own search to the portfolio so that they are represented by: a) key textbooks for English teachers (teaching manuals, teacher's handbooks, methodologies) b) key websites focusing on English teaching methodology c) key publishers publishing methodological literature for English teachers Prepare a plan for your own reading based on this literature search.	
<b>Otázky pro studenty:</b>	
What are the pitfalls of individual teaching roles in teaching English? How can they be prevented?	
<b>Návrh otázek do zápočtového testu:</b>	
List at least 5 English language teacher roles. Choose two of them and comment on their significance in the language classroom. Mention how their awareness should affect the teacher's activity in the classroom.	
<b>Přílohy</b>	
Powerpoint preview	
Handout S1_1 – Teacher roles	
Handout S1_2 – Teacher adjectives	
Handout S1_3 – Teacher talk	

## Seminář č. 1 – výukový plán

Activity	1. Introductory discussion and mingle		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	Starting to create rapport with the students, finding out their background and experience with teaching English. Working on classroom atmosphere and group dynamic. Using a warmup to motivate the students and create some anchors for further discussion in the seminar.		
Description:	<b>Any English teachers amongst you?</b> This is a mingle activity. Students walk around the room and ask each other the following questions: Do you really want to become a teacher? Why (not)? They are instructed to talk to as many people as possible, not to dwell on the answers too much and get a quick impression of the prevailing trends. After five minutes of this there is a class discussion in which we try to identify the key reasons why people want to become Ts and also identify some of the reasons why they might not. Some questions are asked about the actual teaching experience of the students, if the time allows.		
Descriptors:	None		
Props:	None		
Literature:	None		
Potential problems:	Essential to keep an eye on the time as this could easily take much longer. Unwillingness to participate in the mingling.		

Activity	2.Course introduction – question time		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To create space for asking any questions about the course and about its role in the study programme. What is especially important here is mentioning the portfolios and introducing portfolio and other assignments required for the attestation.		
Description:	It is essential that the students are contacted by e-mail in the week before the first seminar and they study the description of the course in the Moodle and the SIS, familiarize themselves with the Moodle, and read about the different ways of working in the course, mainly the micro-teachings and group/team/pair assignments.		
Descriptors:	None		
Props:	A detailed description of the course in the Moodle. An introductory e-mail sent to the students in the week assigning the tasks mentioned above.		
Literature:	None		
Potential problems:	Students who have not done the homework. This can be set up in the Moodle so that they have to tick the box to show that they have read the materials.		

Activity	<b>3. Challenging aspects of ELT in the Czech Republic</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	20 mins
Goal:	To increase awareness of current problems on the Czech ELT scene at secondary schools		
Description:	Students work in groups and create a mind map of current issues in ELT at Czech secondary schools. They discuss their memories of English lessons at schools and try to identify the key problems, their reasons and possible solutions. The mind maps are photographed and placed in the Moodle.		
Descriptors:	None		
Props:	None, but the mind maps are to be shared through social media or Moodle.		
Literature:	None		
Potential problems:	Timing. Presence of international students (Erasmus), which will require a slight adaptation for including other local contexts.		

Activity	<b>4. Teacher roles in the ELT classroom</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To introduce the concept of teacher's roles in the ELT classroom so that the Ss understand what roles they need to be aware of when they are teaching and preparing for teaching and making lesson plans.		
Description:	1) As an intro part for about 2 minutes the Ss try to compile their own list of roles. 2) The instructor introduces the slides with teacher roles and delivers the talk whilst asking some comprehension questions and keeping live contact with the students. 3) We summarize the importance of the concept of teacher roles in the language classroom and why it is important to be aware of them		
Descriptors:	I can identify, list and compare key teacher roles. I can explain how the selecting appropriate teacher roles contributes to effective teaching.		
Props:	Powerpoint slides.		
Literature:	Harmer (2014), Watkins (2005)		
Potential problems:	It's essential to keep this lively and activate the students through good questions.		

Activity	<b>5. Teacher roles in more detail</b>		
Type of interaction:	<input type="checkbox"/> individual <input checked="" type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	15 mins
Goal:	To analyse the ramifications of different T roles, their pros and cons. To show the importance of role variability for good lesson management.		
Description:	The Ss work in pairs. Each pair is given a description of one role from Harmer and briefly discuss it, preparing it for a brief presentation they are to deliver to the rest of the class once everyone is ready. The roles are then briefly discussed with the whole class.		
Descriptors:	I can identify the salient points of different teacher roles and can apply this insight into formulating corresponding teaching principles.		
Props:	Cards with role descriptions from Harmer. One card for each pair. (Handout S1_1)		
Literature:	Harmer (2014)		

Potential problems:	The students must be reminded to make the presentations brief and to the point because of timing issues. Boring presentations might be demotivating.
---------------------	--

#### A SHORT BREAK

Activity	<b>6. Teaching styles in the ELT classroom</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input checked="" type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	15 mins
Goal:	To show how teaching styles affect the work of English teachers.		
Description:	1) The instructor displays a slide with positive adjectives which describe teachers' characteristics. The students discuss these in pairs in terms of how these positive characteristics can have a downside. 2) Each student thinks of a positive adjective that describes him and tries to formulate what good he is going to make of it and what potential threats there are. 3) Discussion of the implications of this. – mental hygiene		
Descriptors:	I can evaluate the effect of different teaching styles on classroom atmosphere. I can describe how different teaching styles might affect the work of English teachers and their efficiency, authority, respect etc.		
Props:	Slide with adjective describing T styles/characteristics. (Handout S1_2)		
Literature:	Kyriacou (2007)		
Potential problems:	Timing. The students must be reminded to be brief. A selection of students might have to be made depending on the size of the class. The task might also be done as group work if the class has too many students.		

Activity	<b>7. The teacher's language in the ELT classroom</b>		
Type of interaction:	<input type="checkbox"/> individual <input checked="" type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	25 mins
Goal:	Get the students to understand the role of the teacher's language in the ELT classroom and potential problems in the communication.		
Description:	1) The Ss work in pairs. Each pair has two or three situations from the handout from Scrivener. They discuss what is going on and evaluate it. 2) Each pair then briefly sums up their situations to the class with their commentary. 3) We then discuss the role of teacher's language in the ELT classroom, taking into account the perspective of second language acquisition (e. g. input, comprehensible input, significant exposure etc.). The discussion centres on how Ts should communicate in the language classroom. 4) Ss brainstorm examples of useful classroom English and show how this contributes to the development of authentic communicative situations in the classroom. 5) Students then define what authenticity means in the ELT classroom and by what means it may be achieved.		
Descriptors:	I can explain the various facets of the use of teacher language in the ELT classroom.		
Props:	Handout with "teaching situations" and classroom language from Scrivener (2011). (Handout S1_3)		
Literature:	Scrivener (2011)		



Potential problems:	Timing. The students are to brainstorm quickly rather than analyse in depth. It is essential to monitor the progress and allocate the right amount of time for each subsection.
---------------------	---

### A SHORT BREAK

Activity	<b>8. Good language teacher</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	30 mins
Goal:	Define some aspects of good language teachers and teaching.		
Description:	This is a summary activity of what has gone on in the seminar so far. The Ss in groups and then in class discussion identify good language teacher features. They try to determine what they have to do to acquire these features and skills. The students try to identify which of these features and skills they possess and how they can make the best use of them and how they can develop them.		
Descriptors:	I can identify key characteristics of good language teachers and explain how they contribute to effective ELT.		
Props:	None. Create a concept map where we differentiate between skills, competences and qualities.		
Literature:	McDonough et al. (2012), Harmer (2014), Scrivener (2011), Hedge (2001)		
Potential problems:	The instructor must monitor the activity in each group and make sure the students take notes while working.		

Activity	<b>9. Teacher development</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To introduce key ideas of how to develop as a teacher, how to make the most of this course, what materials to use and how to start a continuous professional development path.		
Description:	Following from what we said about good language teacher, the instructor introduces some key resources for learning about teaching and illustrates how to work with them. The instructor sets a task for each student to make a list of key teacher training manuals and key publishers in ELT and asks the students to prepare a brief description of what sort of books these publishers produce for teachers. The same will be done with key websites for teachers. This is to be prepared for W5 of the course as homework assignment.		
Descriptors:	I understand what contributes to the professional development of teachers. I understand my own involvement in this course and what is expected of me so that I can develop into a well informed teacher who know where and why to look for CPD resources.		
Props:	Powerpoint slides (including the allocation of tasks as per the list of the students). The instructor must decide beforehand which sources to allocate to which students.		
Literature:	None for this topic.		
Potential problems:	It is essential that this task is checked in W5, and the time must be found for this.		



<b>Seminář č. 2 – syllabus</b>	
<b>Název v ČJ</b>	<b>Student angličtiny – role a proměnné</b>
<b>Název v AJ</b>	<b>The EFL student – roles and variables</b>
<b>Smysl semináře:</b>	
<p>This seminar logically follows the topic of the previous one, which focused on the teacher. Here the focus is on the learner and a discussion of how basic individual learner characteristics affect the choices teachers made in the language classroom. The seminar is an extension of the learner variables seminars introduced in the compulsory BA second-language acquisition course (Didaktická propedeutika). The students are familiar now with the concept of learner variables, the way they are researched and the way they affect language learning. While the focus in the Didaktická propedeutika was precisely on the way learner variable affect language learning and acquisition, the focus here is on the way the teacher should respond. The reasons for introducing this topic at this stage of the course are as follows:</p> <ul style="list-style-type: none"> <li>– it complements the topic of teachers and their roles introduced in the previous seminar;</li> <li>– it places the learner in the centre of our attention in a language-teaching model which we believe should be learner-centred;</li> <li>– it adds several dimensions to the topics introduced in the Didaktická propedeutika especially, besides some more learner variables, it introduces the concept of learner roles;</li> <li>– it encourages the trainees to think of the learning environment as being co-created by teachers and learners with their specific roles;</li> <li>– the topic is key for every other topic introduced in the seminar and teachers need to develop a deep understanding of how learner characteristics affects what teachers do in the classroom.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The aim of the seminar is to present how learner variables influence the teacher's decision-making in the context of foreign language teaching. Unlike the Didaktická propedeutika course which foregrounded language-acquisitional aspects of the topic, the present seminar has a clearly didactic dimension, aiming to raise awareness in the teachers of the need for adaptation and individualisation in the teaching process. The focus is mainly on the following variables: age, proficiency, gifted students, motivation, pupils with SEN. Furthermore, the seminar will introduce the issue of student roles in teaching English.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will gain the ability to assess the impact of student variables (specifically age, proficiency, talent, motivation and specific needs) on the teaching of English and adjust teaching methods accordingly. Furthermore, they will learn to take into account the specifics of student roles in ELT in planning and teaching.</p>	
<b>Seznam klíčových témat:</b>	<b>Literatura k těmto tématům:</b>
1) Individual learner characteristics (learner variables in ELT): age, proficiency, high level of proficiency, talent, special educational needs 2) Learner roles in the EFL classroom 3) The impact of individual learner characteristics and learner roles in teaching and learning in the EFL classroom	1) Harmer 2014, Scrivener 2011, Dörnyei 2005,  2) Watkins 2005 3) Cameron 2001, Harrison 2019, Kidd & Czerniawski 2011, Robinson 2002
<b>Splněné sebehodnotící deskriptory (výčet):</b>	
AJ 2.1.4, AJ 3.1.4, AJ 1.1.8	
<b>Příprava na seminář – zadání pro studenty:</b>	
<b>1. Pre-seminar questions (to be published one week before the course starts):</b> <ul style="list-style-type: none"> <li>• Why do you think some people seem to be more successful language learners than others?</li> </ul>	

- Do you think that age matters when it comes to language learning? If so, what do you think the relationship is between age and language learning? Consider, for example, issues such as the rate of learning, the way people of different ages might learn, success in learning pronunciation or grammar . . .
- Do you think some people have a flair or 'natural talent' for language learning?
- What might we mean when we talk of an 'aptitude' for language learning? Can aptitude be measured or tested? If so, what implications might there be for language teaching?
- Does aptitude inevitably lead to success in language learning? If not, why not?
- Do you think that a learner's gender matters when it comes to language learning? If so, how?
- What do you think the relationship might be between personality and language learning? Do you think an extrovert might be a more successful learner than an introvert? Why/why not?
- What might cause anxiety in language learning?
- What are the possible effects of anxiety on language learners and learning? Is anxiety always a problem?
- How important is a person's past success in language learning for their current and future motivation?
- Why might what learners believe about language learning and teaching be important in the L2 classroom?

## **2. Compulsory pre-seminar reading (in Moodle):**

Read the two texts below (Sasayama 2018 and Scrivener 2011) and answer the questions in the Moodle quiz.

**3. How do you understand the concept of motivation for language learning, especially in the school environment? What motivates or motivated you? How could you use your own experience to help your students?**

**4. Consider the roles language learners have in the language classroom? What can you do as a teacher to support your learners in these roles? Prepare for a discussion.**

**5. Go through the list of learner variables which you will find in the Moodle and split them into two groups: 1) essential and with large effect on ELT, 2) less important.**

### **Seznam povinné četby pro studenty:**

Sasayama, S. (2018). Learner Characteristics, Individual Learner Differences, and Learner Role. In The TESOL Encyclopedia of English Language Teaching (pp. 1–6). John Wiley & Sons, Inc.  
Chapter 4 from: Scrivener, J. (2011). Learning teaching: the essential guide to English language teaching (3rd ed.). Oxford: Macmillan Education.

### **Seznam rozšiřující četby pro studenty:**

Dalle, T., & Kleckova, G. (2018). Young Learners. In The TESOL Encyclopedia of English Language Teaching (pp. 1–6). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0197>

### **Odkazy na internetové a mobilní zdroje:**

### **Seznam literatury instruktora:**

Cameron, L. (2001). Teaching languages to young learners. Cambridge New York, NY: Cambridge University Press.  
Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum.  
Dörnyei, Z., & Ushioda, E. (2010). *Teaching and Researching: Motivation (2nd ed.)*. Routledge.

<p>Garton, S. &amp; Copland, F. (2018). The Routledge handbook of teaching English to young learners. Milton Park, Abingdon, Oxon New York, NY: Routledge.</p> <p>Harrison, L. (2019). Teaching struggling students: lessons learned from both sides of the classroom. Cham, Switzerland: Palgrave Macmillan.</p> <p>Kidd, W. &amp; Czerniawski, G. (2011). Teaching teenagers: a toolbox for engaging and motivating learners. Los Angeles: SAGE.</p> <p>Philp, J., Oliver, R., &amp; Mackey, A. (Eds.). (2008). Second language acquisition and the younger learner. Amsterdam, Netherlands: John Benjamins.</p> <p>Robinson, P. (Ed.). (2002). Individual differences and instructed language learning. Amsterdam, Netherlands: John Benjamins.</p>	
<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	<a href="https://dl1.cuni.cz/mod/folder/view.php?id=428155">https://dl1.cuni.cz/mod/folder/view.php?id=428155</a>
<b>Forma plnění deskriptorů</b>	
<b>Číslo a název deskriptoru:</b>	<b>Forma plnění deskriptoru:</b>
1.1.8 Dokáže vyhodnotit vliv žákovských proměnných na výuku gramatiky.	Úvod v tomto semináři – doplněno seminářem v LS
2.1.4 Dokáže vyhodnotit vliv žákovských proměnných na výuku slovní zásoby.	Úvod v tomto semináři – doplněno seminářem 8-9
3.1.4 Dokáže vyhodnotit vliv žákovských proměnných na výuku výslovnosti.	Úvod v tomto semináři – doplněno seminářem 6-7
<b>Zadání úkolů do portfolia:</b>	
<p>1) Choose a common conversational topic which might be discussed in the language classroom. Show three different scenarios for how you would adapt the topic for learners in these age groups: 10–12-year-olds; 15-year-olds; 18-year-olds.</p> <p>2) Choose a common conversational topic which might be discussed in the language classroom. How would you adapt this topic for a high level of proficiency. Design a lesson plan illustrating this.</p> <p>3) Consider a situation when your previous teachers did not pay attention to learner variables. What problems did it create? How could they have been avoided?</p>	
<b>Otázky pro studenty:</b>	
Evaluate your own way of learning English from the perspective of your own student characteristics. How did they affect your language learning in and out of school? What can you learn from this experience as a teacher?	
<b>Návrh otázek do zápočtového testu:</b>	
Which learner characteristics will most influence the teaching process? Using one example of one particular characteristic, show how you will solve problems arising from differences between students in a heterogeneous class.	
<b>Přílohy</b>	
Powerpoint preview	

## Seminář č. 2 – výukový plán

Activity	1. Learner roles		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	20 mins
Goal:	Raise awareness of the connection between student roles and the way teachers can support their students in these roles.		
Description:	1) As per the homework, the students were asked to produce a list of learner roles in the language classroom. In small groups they now share which roles they identified. They share their lists and explain the roles. (5 mins) 2) In groups discuss what you can do as a teacher to support your learners in these roles. Do you have to? (15 mins)		
Descriptors:	I can identify and describe various roles of the students in an EFL classroom and adapt teaching to suit these roles.		
Props:	The Ss will need the notes they prepared as homework assignment.		
Literature:	Robinson (2002)		
Potential problems:	Lack of ideas on the part of the students.		

Activity	2. Pre-seminar questions		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (mingle)	Length:	20 mins
Goal:	Focus on learner variables Introduction to the topic.		
Description:	3 groups. Each group answers 4 questions briefly. (3 mins) Then they briefly sum up their answers. (3 mins)		
Descriptors:	I understand how learner variables affect language learning and teaching. I can define what learner variables are.		
Props:	Slide with preseminar questions.		
Literature:	Dörnyei (2005), Robinson (2002)		
Potential problems:	Lack of time. Insufficient preparation on the part of the Ss.		

Activity	3. Learner variables and ELT		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (mingle)	Length:	15 mins
Goal:	Provide a summary of key learner variables and relevant research.		
Description:	The instructor delivers a lecture based on a mind map (see handout), mentioning essential research findings related to the individual variables.		
Descriptors:	I can list both main and subsidiary learner roles and explain how they affect language learning and how teachers should take them into account.		
Props:	Handout S2_1 – Learner variables		
Literature:	Dörnyei (2005), Robinson (2002)		
Potential problems:	It needs to be really active and engaging.		

Activity	<b>4. Teaching EFL at different levels of proficiency</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	25 mins
Goal:	To identify principles of teaching EFL at different levels of proficiency.		
Description:	<p>Students in 3 groups discuss what the principles of teaching learners at the following levels of proficiency are:</p> <ol style="list-style-type: none"> <li>1) Beginners</li> <li>2) Intermediate</li> <li>3) Advanced</li> </ol> <p>The students are to focus on the selection of language to be taught, on the goals of teaching at this level and on general teaching principles stemming from these.</p>		
Descriptors:	I can describe characteristics of learners at different levels of proficiency and illustrate how teaching ought to be carried out at these levels.		
Props:	N/A		
Literature:	Harmer (2014), Scrivener (2011), Hedge (2001)		
Potential problems:	It might be difficult for them to differentiate between the intermediate and advanced levels.		

Activity	<b>5. Teaching teenagers</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	15 mins
Goal:	To identify key principles for teaching EFL to teenagers.		
Description:	<ol style="list-style-type: none"> <li>1) The students work in three groups. First, they make a list of aspect they disliked in the own EFL classes at secondary schools from the position of teenagers. (5mins)</li> <li>2) Secondly, based on the previous discussion they formulate teaching principles. (5 mins)</li> <li>3) Thirdly, a discussion moderated and completed by the course instructor. (5 mins)</li> </ol>		
Descriptors:	I can describe the main characteristics of teenage L2 learners and develop ways of motivating them.		
Props:	The instructor's own summary of some of the key points.		
Literature:	Kidd, W. & Czerniawski, G. (2011)		
Potential problems:	None to be expected as this should still be based on the Ss' relatively recent experience.		

#### A SHORT BREAK

Activity	<b>6. Other learner variables</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	Raise awareness of some of the other important learner variables.		
Description:	The instructor lets the students choose which learner variables they would like to discuss. The instructor provides a basic overview and initiates a discussion. Special attention is to be paid to learning strategies.		
Descriptors:	I have developed a deeper understanding of some of the other learner variables not discussed yet and can explain how they affect language learning and teaching.		

Props:	Mind map with all learner variables.
Literature:	Dörnyei (2005)
Potential problems:	Lack of agreement on which variables to choose and which to prioritize.

Activity	<b>7. Motivation to study EFL</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	35 mins
Goal:	To raise awareness of motivational factors to study EFL at Czech secondary schools.		
Description:	1. The students work in 3 groups and work out what motivated them and what demotivated them at school. (3 mins) 2. They then do the same particularly with regard to English classes. (3 mins) 3. In the same groups they design principles for motivating learners at Czech secondary schools to study English. (5 mins) 4. Each group presents their model and discussion follows. (15 mins) 5. The instructor provides a basic overview of contemporary theories of motivation to study foreign languages and EFL in particular. (10 mins)		
Descriptors:	I can list the key factors which affect motivation to learn L2s. I can describe which teaching approaches are likely to meet the motivational needs of contemporary students.		
Props:	A slide summarizing the current view of motivation in ELT.		
Literature:	Dörnyei & Ushioda (2010)		
Potential problems:	The final presentation must not be too theoretical as this is right at the end of the seminar.		

Seminář č. 3 – sylabus	
Název v ČJ	Obsah VAJ a kurikulární dokumenty
Název v AJ	The content of ELT and curricular documents
<b>Smysl semináře:</b>	
<p>The seminar introduces some key theoretical concepts which influence the practice of choosing what to teach in the EFL classroom. It presents and compares different models of language competence focusing especially on those models that forefront the development of communicative competences, and especially the Common European Framework of Reference (CEFR). Besides that, it also introduces RVP and ŠVP as key curricular documents at Czech schools and seeks to find parallels between them and between the CEFR. The reasons for introducing this seminar at this stage of the course are as follows:</p> <ul style="list-style-type: none"> <li>– it is important for the trainees to understand how proficiency and communicative competence in a foreign language are conceived these days and how these ideas affect the way modern foreign languages are taught;</li> <li>– it is important to introduce this topic at this stage of the course as in the following seminars, which all focus on practical aspects of teaching language forms and skills, we will be regularly trying to connect RVP, ŠVP and CEFR with forms, skills and functions;</li> <li>– defining the content of ELT through these models also sets out the aims of modern foreign language teaching and these aims must be understood by the trainees at the very beginning of the course on TEFL.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The aim of the seminar is to present the issue of teaching content of ELT in the reflection of important curricular documents (Common European Framework of Reference for Languages SERR, RVP, ŠVP), to show its historical development and to introduce principles that influence current formulations of ELT content and the creation of curricular documents for ELT. The issue of creating syllabi, their connection with short-term curricula and with framework curricular documents will be introduced. The seminar will also introduce how teachers should work with SERR, RVP and ŠVP.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will be able to describe how the historical development of views on the content of ELT affects the current view of it. They will be able to identify and list key goals of ELT at Czech schools and illustrate how these principles are implemented in the EFL classrooms. They will be able to describe the key principles of compiling structural, grammatical, lexical, functional, functional-conceptual, situational and communicative syllabi and evaluate their strong and weak points. They will learn to describe the connection between the issue of language competences presented in the CEFR and the design of ELT syllabi.</p>	
<b>Seznam klíčových témat:</b>	<b>Literatura k těmto tématům:</b>
1) Content of ELT– language forms, language skills, communicative competences and other types of language competences 2) EFL, ELF, EIL, GE 3) Curricular documents – CEFR, RVP, ŠVP Curriculum and teaching objectives (general ELT, ESP, EAP, etc.) 4) Types of syllabi for foreign-language teaching	1) Hedge 2001 (chapter on communicative classrooms), Harmer 2014 (Chapter 1) 2) Harmer 2014 (Chapter 1), TESOL Encyclopaedia (relevant chapters) 3) CEFR, RVP, selected ŠVP 4) TESOL Encyclopaedia (relevant chapters)
<b>Splněné sebehodnotící deskriptory (výčet):</b>	
1.1.2, 2.1.2, 3.1.2, 4.1.1, 5.1.2, 6.1.2, 7.1.1	
1.1.3, 2.1.3, 3.1.3, 4.1.2, 5.1.3, 6.1.3, 7.1.2	



**Příprava na seminář – zadání pro studenty:****1. Pre-seminar questions**

- What does it mean to "know" a language?
- How can any such knowledge be operationalized?
- How can it be measured?
- How do you describe someone's proficiency?
- Is B2 of a Czech speaker of English the same as that of a German or Chinese L1 speakers?

**2. Pre-seminar task 1**

Go through the "RVP pro gymnázia" and try to understand how they shape the content of foreign language teaching in these types of schools? What knowledge and skills are key? According to the RVP-G, how should they be developed at schools? What role do teachers and EFL teachers play in this?

What are the goals of teaching English at our schools?

How does the current position of English in the world affect its teaching?

What English do you think should be taught at Czech schools?

**3. Pre-seminar task 2**

Go through the ŠVP which you will find in the Moodle

(<https://sites.google.com/a/gjk.cz/svp/home?authuser=0>). What is its structure? Peruse the part for teaching English. What principles of language learning is it based on? And what model of English? How is it related to the skills described in the Common European Framework of Reference as you encountered in the Didaktická propedeutika? How would you justify this?

**4. Pre-seminar task 3**

In the Moodle, do the exercise in which you are asked to order CEFR descriptors from A1 to C2.

How difficult or easy was this? What do you think of the descriptors?

**Seznam povinné četby pro studenty:**

Little, D. (2018). Common European Framework of Reference for Languages. In The TESOL Encyclopaedia of English Language Teaching (pp. 1–6). John Wiley & Sons, Inc.

Introductory chapter from the 2018 version of CEFR

Graves, K. (2016). Language curriculum design. IN: Hall, G. (ed.). The Routledge Handbook of English Language Teaching. Routledge.

**Seznam rozšiřující četby pro studenty:**

Chapter 2 (*The communicative classroom*) from Hedge, T. (2001). *Teaching and Learning in the Language Classroom*. Oxford University Press.

**Odkazy na internetové a mobilní zdroje:**

CEFR website – <https://www.coe.int/en/web/language-policy/home>

SERR – <https://www.msmt.cz/mezinarodni-vztahy/spolecny-evropsky-referencni-ramec-pro-jazyky>

The European Language Portfolio (ELP) – <https://www.coe.int/en/web/portfolio>

The English Profile – <http://www.englishprofile.org>

Future of ELT: <https://www.youtube.com/watch?v=eYLoGcWSHrA>

Jennifer Jenkins on ELF: <https://www.youtube.com/watch?v=ZvWCqvxK9Hg>

**Seznam literatury instruktora:**

Council of Europe (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press.

Council of Europe (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors. Cambridge University Press.

Ek, J., Trim, J. & Jan. (1998). Threshold 1990. Cambridge University Press.

Ek, J., Trim, J. & Jan. (1998). Waystage 1990. Cambridge University Press.

Ek, J. & Trim, J. (2001). Vantage. Cambridge University Press.



<p>n.n. (2001). Breakthrough. Cambridge University Press.</p> <p>Howatt, A. P. R., &amp; Widdowson, H. G. (2004). <i>A history of ELT, second edition</i>. Oxford University Press.</p> <p>Kühn, Bärbel, and Maria L. Cavana. Perspectives from the European language portfolio learner autonomy and self-assessment. Milton Park, Abingdon, Oxon New York, NY: Routledge, 2012. Print.</p> <p>McDonough, J., Shaw, C., &amp; Masuhara, H. (2012). Materials and methods in ELT: A teacher's guide (3rd ed.). Wiley-Blackwell.</p> <p>UCLES (2011). English Profile. Introducing the CEFR for English. Cambridge University Press.</p>	
<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	<a href="https://dl1.cuni.cz/mod/folder/view.php?id=428155">https://dl1.cuni.cz/mod/folder/view.php?id=428155</a>
<b>Forma plnění deskriptorů</b>	
<b>Číslo a název deskriptoru:</b>	<b>Forma plnění deskriptoru:</b>
1.1.2 Detailně znám deskriptory SERR týkající se gramatiky.	samostudium jako příprava na seminář - texty jsou v Moodle
2.1.2 Detailně znám deskriptory SERR týkající se slovní zásoby.	samostudium jako příprava na seminář - texty jsou v Moodle
3.1.2 Detailně znám deskriptory SERR týkající se výslovnosti.	samostudium jako příprava na seminář - texty jsou v Moodle
4.1.1 Detailně znám deskriptory SERR týkající se mluveného projevu.	samostudium jako příprava na seminář - texty jsou v Moodle
5.1.2 Detailně znám deskriptory SERR týkající se poslechu s porozuměním.	samostudium jako příprava na seminář - texty jsou v Moodle
6.1.2 Detailně znám deskriptory SERR týkající se mluveného projevu.	samostudium jako příprava na seminář - texty jsou v Moodle
7.1.1 Detailně znám deskriptory SERR týkající se psaní.	samostudium jako příprava na seminář - texty jsou v Moodle
<b>Zadání úkolů do portfolia:</b>	
<p>Choose one specific skill from the CEFR and describe how it changes from A1 to C2. Suggest activities for teaching English where this will be developed at each level.</p> <p>Write a brief evaluation of the ŠVP for the school you have chosen.</p>	
<b>Otázky pro studenty:</b>	
What are the common features of descriptors describing language competence? What means do they use to describe language development?	
<b>Návrh otázek do zápočtového testu:</b>	
What is the philosophy of "can do" statements? What is the downside?	
<b>Přílohy</b>	
Powerpoint preview	

## Seminář č. 3 – výukový plán

Activity	1. Theoretical introduction		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To present the key concepts of the seminar (content of ELT, its structure and reasons for this structuring, how it affects language textbooks, syllabi and exams).		
Description:	The instructor using the Powerpoint slides quickly presents the concept of language forms and skills and the reasons why they are typically treated in this way. The he introduces a critical view of this model pointing out the need for implementing both integration of skills and contextualisation of ELT content.		
Descriptors:	All related to CEFR, RVP and other curricular documents.		
Props:	PowerPoint slides.		
Literature:	McDonough et al. (2012), The TESOL Encyclopaedia (relevant chapters)		
Potential problems:	The instructor is to make sure this presentation is clear fast and efficient.		

Activity	2. Analysis of the weak aspects of the traditional model		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	To make the students aware of the traditional view of ELT content.		
Description:	The students work in groups discussing the following questions: 1) From what point of view and why might we view the model (of the traditional forms and skills) as problematic? 2) Are there any missing components? Which ones? Are they important? Why (not)? There is a follow up discussion in which the model is reflected and the instructor provides feedback to the students.		
Descriptors:	All descriptors related to CEFR, RVP and other curricular documents.		
Props:	N/A (this is a reflection and discussion)		
Literature:	Still to find a critique of the traditional skills and forms model.		
Potential problems:	The questions asked must be really concrete.		

Activity	3. Introducing the model of language competence		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	15 mins
Goal:	The students will be introduced to how language teaching was shaped by linguistic theories of the 20th century and how it affected the structure and content of what was taught and by what methods. They will become especially strongly acquainted with the development and ramifications of communicative approaches to language teaching and its aims to cultivate communicative competence in foreign languages.		

Description:	The instructor presents a short lecture using a number of accompanying questions. Key points in the lecture are discussed in the whole class.
Descriptors:	I can describe how language teaching theories have evolved in the 20 <sup>th</sup> century and identify what lessons we can learn from this.
Props:	PowerPoint slides with details of how the view of language competence has changed throughout the 20 <sup>th</sup> century (especially) and why
Literature:	e. g. Howatt's chapter in Howatt & Widdowson (2004)
Potential problems:	The instructor ought to focus especially on asking questions which deal with the way teachers can encourage the development of the individual components of language competence.

Activity	<b>4. Curricular documents</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	10
Goal:	To introduce the concept of language-teaching syllabi and curricula based on the homework assignment. The discussion and analysis carried out by the students		
Description:	A brief introduction to what syllabi and curricula are and how they are designed.		
Descriptors:	I understand how curricular documents are created and can list their key functions. I can explain how they are used for planning teaching at a school.		
Props:	PowerPoint presentation.		
Literature:	Relevant chapters from the TESOL Encyclopaedia.		
Potential problems:	As usual with a lecture, it is essential to deliver a strong narrative here, very clearly outlining the direction and the causes of the development.		

Activity	<b>5. Getting to know syllabi</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	10
Goal:	The students critically evaluate the pros and cons of different types of syllabi.		
Description:	<p>There are 4 groups, each discusses a different type of syllabus as per the following instruction:</p> <p>In groups (each group works with just one type of syllabus) decide what type of content goes in your syllabus and how it is organized. Focus on the strong on weak points of such a syllabus both from the perspective of the teacher/institution and learner.</p> <ul style="list-style-type: none"> <li>• Group 1: grammatical syllabus</li> <li>• Group 2: lexical syllabus</li> <li>• Group 3: functional-notional syllabus</li> <li>• Group 4: situational syllabus</li> </ul>		
Descriptors:	I can identify and provide reasons for strong and weak points of the key types of language syllabi.		
Props:	Slide with instructions		
Literature:	Relevant chapters from the TESOL Encyclopaedia.		
Potential problems:	Carefully time about 5 minutes for group work and 5 minutes for the summary. Insufficient knowledge on the part of the Ss.		

Activity	<b>6. Other types of syllabi</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	3
Goal:	To introduce the following types of syllabi: content-based, task-based, genre-based, project-based, process-based vs. product-based		
Description:	Lecture with a brief discussion. The instructor provides a succinct summary of the key features of the selected types of syllabi so that the students can compare the differences between them and are aware of the inherent principles as well as of their advantages, disadvantages and the way they developed.		
Descriptors:	I have developed a deep understanding of different language syllabi and can identify and describe their key strengths and weaknesses.		
Props:	PowerPoint slides		
Literature:	McDonough et al. (2012)		
Potential problems:	The instructor might be tempted to include too much detail, which would be counterproductive in the light of what is yet to be achieved in the seminar.		

Activity	<b>7. ŠVP</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other (discussion)	Length:	15
Goal:	The Ss learn to evaluate ŠVP and understand its structure and purpose.		
Description:	In three groups the Ss discuss their findings based on the evaluation of the ŠVP which was set for homework preparation for the seminar. They share their views regarding the structure of the document and how much it ties in with the communicative approach to language teaching. The findings are then summarized in a class discussion.		
Descriptors:	I can describe the structure of ŠVP and have developed ways of reading it critically.		
Props:	A website with a selected ŠVP to show on the screen.		
Literature:	None		
Potential problems:	The debate might be too general. Hence the accompanying questions must be really specific.		

Activity	<b>8. Returning to the CEFR</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	5 min
Goal:	To provide a concise summary of the CEFR.		
Description:	The instructor outlines the salient points of the CEFR focusing especially on the communicative aspects of CEFR.		
Descriptors:	I can explain what role the CEFR plays in forming current approaches to language teaching. I understand the concept of descriptors and can-do statements and see how they are used not only to describe proficiency but also to guide teachers in assessing it and teaching towards to.		
Props:	PowerPoint slides with concrete examples from the CEFR.		
Literature:	Common European Framework of Reference (Council of Europe 2001, 2018)		
Potential problems:	It is essential to mention just the key points here as this is a revision of a topic introduced in the previous teacher-training courses.		

Activity	9. Understanding descriptors		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion	Length:	3
Goal:	This is a brief follow-up activity of the task for homework when the Ss were asked to order descriptors for different levels of proficiency and comment on their findings.		
Description:	The class discusses the evaluation of the strong and weak points of the descriptors in the CEFR.		
Descriptors:	I can identify some of the weak aspects of the way proficiency is described in the CEFR and find way of describing the vague descriptors in a better way..		
Props:	Moodle exercise for ordering different skills as per the CEFR descriptors.		
Literature:	none		
Potential problems:	It has to be superquick. And it very much depends on the Ss' having done their homework.		

Activity	10. CEFR in the classroom		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	15 min
Goal:	To provide practical examples of how the CEFR may be used in the ELT classroom.		
Description:	The instructor presents concrete examples of passages from the CEFR and shows how they can provide ideas for the communicative content of ELT lessons. The students are invited to come up with their own ideas. Questions are also asked about the similarity between CEFR and RVP-G.		
Descriptors:	I can use the CEFR as a source for communicative activities in the language classroom.		
Props:	Selected passages from the CEFR.		
Literature:	Common European Framework of Reference (Council of Europe 2001, 2018)		
Potential problems:	Timing, tiredness etc. after a very full seminar. Some of this work might also be assigned as home preparation. The passages from CEFR must be very carefully selected so that they provide a good illustration of the principles.		

Seminář č. 4 – syllabus	
Název v ČJ	Výukové plány a práce s učebnicí
Název v AJ	Lesson planning and working with coursebooks
<b>Smysl semináře:</b>	
<p>The seminar provides an introduction to lesson planning and shows how ELT coursebooks can provide a basis for lesson planning. The whole TEFL course aims to equip the trainees with techniques and procedures which are effective in reducing the teaching workload as a possible prevention of teacher burnout. In this light, learning to create quick lesson plans from coursebooks which are typically used at Czech schools is a skill which can be effective for good time management as a prevention of burnout.</p> <p>The reasons for introducing this seminar at this stage of the course are as follows:</p> <ul style="list-style-type: none"> <li>– the topic follows logically from the previous seminar which introduced the concept of content of ELT courses, and it shows how this content is represented and structured in ELT coursebooks;</li> <li>– it also prepares the ground for the subsequent seminars which focus on the teaching of language forms and language skills. It is important for the students to see what aims we work with in EFL classes and how these aims operate in parts of lessons focusing on forms and skills.</li> <li>– it introduces EFL coursebooks which are regularly worked with in the following seminars, and it is essential for the students to have received this induction.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The seminar aims to provide an introduction to lesson planning in ELT, to introduce basic types of lesson plans, ways of formulating goals and competences. It shows how lessons can be planned based on the class coursebooks and illustrates some basic techniques of working with a textbook.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will identify the structure of basic types of ELT lesson plans and the principles on which they stand.</p> <p>Students will learn to evaluate the advantages and disadvantages of different types of EL lesson plans.</p> <p>Students will become aware of the basic principles of formulating aims and objectives for ELT lessons.</p> <p>Students will learn to analyze the structure of a lesson in a language textbook and understand the principles for this structure.</p> <p>Students will learn the basic techniques of working with a textbook and learn to change them effectively.</p> <p>Students will learn to create lesson plans based on textbooks used in high schools.</p>	
<b>Seznam klíčových témat:</b>	<b>Literatura k těmto tématům:</b>
1) Lesson plans in ELT and their basic types. 2) Aims and objectives for EFL lessons. 3) Types of lesson plans, their advantages and disadvantages. 4) Techniques of working with language textbooks. 5) Structure of language textbooks. 6) Creating lesson plans.	1) Gower et al. (1995), Masuhara & Tomlinson (2008), Woodward (2001) 2) Gower et al. (1995), Woodward (2001) 3) Woodward (2001) 4) McGrath (2013), Tomlinson (2003, 2012) 5) Harwood (2013), McDonough et al. (2013) 6) Gower et al. (1995), Woodward (2001)
<b>Splněné sebehodnotící deskriptory (výčet):</b>	
1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2	
<b>Příprava na seminář – zadání pro studenty:</b>	

<p>Prepare an analysis of a double page (spread) of a coursebook (to be found in the Moodle) Focus on the following:</p> <ul style="list-style-type: none"> <li>– structure of the spread</li> <li>– forms and skill covered</li> <li>– visual aspects, clarity, formulations, instructions</li> <li>– what do you like and what don't you?</li> <li>– how would you work with it?</li> <li>– how are aims/goals formulated there?</li> <li>– what are the aims/goals/objectives of the double-page and of the individual exercises?</li> </ul> <p>Note: Students are divided into groups and analyze in each group a different lesson from the same textbook (but different levels). It tries to describe the structure of the lesson and justify it so that a comparison can take place in the seminar.</p>	
<b>Seznam povinné četby pro studenty:</b>	
<p>Kapitola 12 z Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Harlow: Pearson/Longman.</p> <p>Kapitola 6 z Scrivener, J. (2011). <i>Learning teaching: the essential guide to English language teaching</i> (3rd ed.). Oxford: Macmillan Education.</p>	
<b>Seznam rozšiřující četby pro studenty:</b>	
<p>Fareh, S. (2018). Planning and Class Management. In <i>The TESOL Encyclopaedia of English Language Teaching</i> (pp. 1–6). John Wiley &amp; Sons, Inc.</p>	
<b>Odkazy na internetové a mobilní zdroje:</b>	
<p><a href="https://everydayesl.com/blog/blooms-taxonomy-for-the-adult-esl-classroom">https://everydayesl.com/blog/blooms-taxonomy-for-the-adult-esl-classroom</a>  <a href="https://tips.uark.edu/using-blooms-taxonomy/">https://tips.uark.edu/using-blooms-taxonomy/</a>  <a href="https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/">https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/</a>  <a href="https://www.eltoncourse.com/training/inservice/background/bloom.html">https://www.eltoncourse.com/training/inservice/background/bloom.html</a>  App for planning: <a href="https://twinkl.co.uk">https://twinkl.co.uk</a></p>	
<b>Seznam literatury instruktora:</b>	
<p>Harwood, N. (Ed.). (2013). <i>English language teaching textbooks: Content, consumption, production</i>. Palgrave Macmillan.</p> <p>McDonough, J., Shaw, C., &amp; Masuhara, H. (2013). <i>Materials and methods in ELT</i>. Wiley-Blackwell.</p> <p>McGrath, I. (2013). <i>Teaching materials and the roles of EFL/ESL teachers: Practice and theory</i>. Bloomsbury.</p> <p>Mishan, F., &amp; Chambers, A. (Eds.). (2010). <i>Perspectives on language learning materials development</i>. Peter Lang.</p> <p>Tomlinson, B. (2003). <i>Developing materials for language teaching</i>. Bloomsbury.</p> <p>Tomlinson, B. (2012). Materials development for language learning and teaching. <i>Language Teaching</i>, 45, 143–79.</p> <p>Woodward, T. (2001). <i>Planning lessons and courses</i>. Cambridge: Cambridge University Press.</p>	
<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	
<b>Zadání úkolů do portfolio:</b>	
<p>Prepare a lesson plan for an introductory 45-minute lesson with a group of 15 students aged 15-16 in their first year of a four-year “gymnázium”. Think of your aims, their needs and prepare a good justification and explanation of all of the steps you include in your lesson plan.</p>	
<b>Otázky pro studenty:</b>	
<p>Which different lesson plans can you imagine? What different purposes can they serve?</p>	

Why are plans important?  
Do you always need to plan?

**Návrh otázek do zápočtového testu:**

Summarize basic principles of lesson planning.



## Seminář č. 4 – výukový plán

Activity	1. Introducing the goal of the seminar		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To introduce the goal of the seminar and engage the students		
Description:	<p>The goal of the seminar is to show students how a language textbook can help them plan lessons (also suitable as burnout prevention).</p> <p>For this reason, the instructor wants to point out that knowledge of the structure of the textbook significantly helps in planning. It is a search for formulas that the authors used when writing the textbook. Their identification leads to faster work with textbooks in planning.</p> <p>The instructor presents the textbook not as a model of well-implemented teaching, but as the main tool that will allow the teacher to effectively plan and reduce the time for preparing lessons.</p>		
Descriptors:	<p>I realize the role of language coursebooks in planning EFL lessons.</p> <p>I can describe the structure of units in language coursebooks and how they can be used for planning EFL lessons.</p>		
Props:	N/A		
Literature:	Tomlinson, B. (2012)		
Potential problems:	This must be a quick and clear, logical introduction. The point must be made as to why this seminar is a sequel to the one on syllabi and the content of ELT, as coursebooks are often seen and used as ELT syllabi.		

Activity	2. Introducing the coursebooks for analysis		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	To introduce the modern English textbook <i>Navigate</i> and on its basis introduce the characteristics of contemporary English textbooks		
Description:	<p>The instructor presents the <i>Navigate</i> textbook set as a typical example of a modern English textbook.</p> <p>The instructor presents the characteristics of the textbook as presented by the authors themselves and point out that in the analysis of the textbook we will try to identify how this approach is reflected in the textbook.</p> <p>The instructor introduces the individual components of the textbook:</p> <p>Students' book Teacher's book Workbook Video materials + DVD</p>		
Descriptors:	I can identify key principles observed by authors of contemporary language coursebooks. I understand how modern coursebooks are structured and identify their key components and their roles.		
Props:	The whole set of <i>Navigate</i> books at all levels.		
Literature:	N/A		
Potential problems:	Duration. It is necessary to prepare not only the textbooks themselves, but also scans of sample pages so that everyone can look at what the explanation is about.		

Activity	<b>3. Analyzing the coursebook double-page (unit, subunit, module)</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	Students will understand the structure of textbook double pages, as basic structural units; they will gain the ability to quickly orient themselves on a two-page textbook		
Description:	Working in groups - 4 groups, each analyzing one double page, so that they can then describe it to other groups. Within the group, they take notes and nominate their spokesperson.		
Descriptors:	I can describe the structure of a typical spread in a modern language coursebook and can use it to make a lesson plan.		
Props:	Copies of other two pages from the textbook for each group. Group 1 – Navigate B1+, Unit 1.1 str. 6–7 Group 2 – Navigate B1+, Unit 1.2 str. 8–9 Group 3 – Navigate B1+, Unit 1.3 str. 10–11 Group 4 – Navigate B1+, Unit 1.4 str. 12–13		
Literature:	N/A		
Potential problems:	This could take a lot of time; it is essential that the students have done the homework and prepared for this task at home.		

Activity	<b>4. Presenting the results of the groupwork</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	15 mins
Goal:	The students will understand in detail how the coursebook unit is structured.		
Description:	The speakers for each group present the structure of their unit. The others note the similarity with their own unit. They try to establish if the units are structured following a kind of template which can make the work with the coursebook easier.		
Descriptors:	I can describe the structure of a typical unit in a modern language coursebook and explain how it affects lesson planning.		
Props:	Copies of other two pages from the textbook for each group. Group 1 – Navigate B1+, Unit 1.1 str. 6–7 Group 2 – Navigate B1+, Unit 1.2 str. 8–9 Group 3 – Navigate B1+, Unit 1.3 str. 10–11 Group 4 – Navigate B1+, Unit 1.4 str. 12–13		
Literature:	N/A		
Potential problems:	This could be time-consuming. The Ss must be instructed to provide only the key points and strive for maximum efficiency in presenting the findings.		

Activity	<b>5. How can coursebooks help in lesson planning</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	Students will realize how the understanding of lesson structure facilitates lesson planning.		

Description:	Discussion on how the structure of the unit helps in lesson planning. Key questions: How does this help lesson planning? What are the aims of the individual exercises? How should the teacher work with it so that the aim is fulfilled?
Descriptors:	I can use my knowledge of the structure and principles of language coursebook units to make short- and longer-term plans.
Props:	Navigate coursebook
Literature:	N/A
Potential problems:	Very good leading questions might be necessary to guide the students if they find the task difficult.

Activity	<b>6. Coursebooks tasks (exercises) – timing</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	Students will become aware of the time required for each type of task in the textbook.		
Description:	Students look at the first page of the first lesson and try to estimate for themselves how long it will take in class for the content of the whole page to be realized. Then there will be a discussion about that. The instructor provides basic information on the basic principles that affect the timing of activities. Summary: How to get acquainted with textbooks and get to know the structure of lessons. How to annotate textbooks. How to find shortcuts to save time.		
Descriptors:	I can estimate how much time is required to complete individual tasks in a language coursebook and work the timing into a lesson plan.		
Props:	Navigate coursebook – sample spread as above		
Literature:	N/A		
Potential problems:	Lack of experience on the part of the Ss. They might have to experiment, for which there is not much time. Hence the timing must be well assessed by the instructor so that the information is trustworthy.		

### A SHORT BREAK

Activity	<b>7. Adapting coursebook materials</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	Evaluate the reasons for adapting coursebook materials.		
Description:	Key question: What did you (not) like in your spread? How would you adapt it?		
Descriptors:	I can list the key reasons for adapting coursebook materials.		
Props:	Navigate coursebook, samples of unsuitable materials (e. g. some visuals)		
Literature:	McDonough et al. (2013) (reasons for adapting coursebook materials)		
Potential problems:	Lack of creativity and experience on the part of the Ss. The instructor must prepare some of his own examples of good ideas for this task.		

Activity	8. Evaluating coursebook activities		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	25 mins
Goal:	Students will understand the principle of introductory exercises in the textbook and develop possible ways to work with it and the appropriate time.		
Description:	<p>We gradually evaluate several activities from the beginning of the lesson in this order:</p> <p>1) p. 6/1 - What is the meaning of the exercise? How is it possible to carry it out? Perform an evaluation. What role does the teacher play here? What does he do? How does he provide instructions? Is feedback required? What are the dangers?</p> <p>2) What do you think about the photos on page 6? Evaluate.</p> <p>3) Read the article on page 6 and measure how long it took you. How long will it take for the students? How can you work with the article in class? Evaluate. Is there anything linguistically interesting? How can you "exploit" the text? How can you deal with comprehension issues? What are the pitfalls here?</p> <p>4) Evaluate exercise 3 on page 7. Is it good? What's to be appreciated here?</p> <p>5) How will you work with ex. 4a on page 7? What are the options? What are the pitfalls of each approach? And what benefits?</p> <p>6) Ex. 4b / p. 7. Evaluate. What will the feedback from the teacher look like?</p> <p>7) Ex. 5 / p. 7. Evaluate. Does it need a pre-activity? What do you think of the exercise? How would you use the picture? Listen to the audio, What is it like?</p> <p>8) Ex. 7 / p. 7 - Is the exercise OK? What is its point?</p> <p>9) Cv. 8 / p. 7 - How are you going to use it?</p>		
Descriptors:	I can carry out a detailed analysis of coursebook components and critically evaluate it.		
Props:	Navigate coursebook pdf on the white board. Samples of the accompanying audio files.		
Literature:	N/A (a practical task)		
Potential problems:	This must be very well timed.		

Activity	9. Summary – planning a lesson with a coursebook		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	15 mins
Goal:	To plan a 45-minute lesson using a double-page from Navigate		
Description:	Using the spreads which the groups analysed they prepare a lesson plan for a 45-minute lesson. They are to include basic aims and objectives and the sequence of steps in which they proceed.		
Descriptors:	I can produce a lesson plan based on a coursebook spread.		
Props:	The spreads from Navigate which will be available in the Moodle.		
Literature:	N/A (a practical task)		
Potential problems:	Timing is absolutely essential here, otherwise the Ss will not be able to present their sample lesson plan.		

Seminář č. 5 – syllabus	
Název v ČJ	Využití mobilní a počítačové techniky v VAJ
Název v AJ	Technology in ELT
<b>Smysl semináře:</b>	
<p>The seminar presents ICT as one of the key aids in modern classroom language teaching both in terms of online teaching (accelerated by the online teaching experience during the covid pandemic), out of class use (for self-study and development of learner autonomy), and for principled use in the language classroom.</p> <p>The seminar is introduced at this stage in the course for the following reasons:</p> <ul style="list-style-type: none"> <li>– I want to encourage the use of digital applications in all aspect of teaching of language forms and skills which are to be introduced in the following classes;</li> <li>– I want to encourage principled use of ICT in and out of the classroom;</li> <li>– I want to the trainees to become aware of the fact that keeping abreast with the progress in this filed is a necessary component of continuous professional development;</li> <li>– I want the trainees to prepare for every seminar in the future also by looking at the ways of deploying ICT.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The seminar aims to introduce various ICT uses as key aids in modern foreign language teaching and encourage the principled use of ICT in everyday classroom practice, and also as a means of self-study. It aims to cultivate a culture of the teachers' continuously keeping abreast with the developments in the field whilst adopting principles through which ICT enhances but not stifles language teaching.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will be able to locate important sources of mobile and internet apps for various aspects of language teaching.</p> <p>Students will be able to identify the strong and weak points of mobile and internet apps and their impact on classroom teaching.</p> <p>Students will explore a range of concrete apps for in-class and for distance learning and will be able to formulate principles of their use.</p> <p>Students will adopt principles of lesson planning with a view to using ICT.</p> <p>Students will consider ways in which they can train their own learners in principled use of ICT.</p>	
<b>Seznam klíčových témat:</b>	<b>Literatura k těmto tématům:</b>
CALL ICT ve VCJ a VAJ Internet ve VCAJ a VAJ Principy a techniky využití ICT ve VAJ Distanční výuka	Beatty (2010), Stanley (2013), Tomlinson & Whittaker (2013), Nicholson et al. (2011), Peachey (2018), Innes & Garrison (2021)
<b>Splněné sebehodnotící deskriptory (výčet):</b>	
AJ 1.4.6, AJ 2.4.6, AJ 2.4.7, AJ 3.4.6, AJ 6.4.9, AJ 7.4.8	
<b>Příprava na seminář – zadání pro studenty:</b>	
<b>1. Pre-seminar questions:</b> <ul style="list-style-type: none"> <li>• Do you think technologies (e.g., videos, computers) should play a central or a peripheral role in second language teaching and learning? Why?</li> <li>• What are the roles of the teacher and students in a technology-based classroom?</li> <li>• Have you had any experience using the information technology in your second language classroom? What lessons can you draw from this experience?</li> </ul>	

- Some teachers are not very comfortable using the computer in the classroom. What advice would you give to these teachers?
- In what ways can the computer help to promote second language learning?
- How is the language used on the Internet different from that found in traditional textbooks? What are some of the differences?
- How can the computer be used to teach vocabulary and grammar? Give some examples.
- How can the standard-features word-processing programs be exploited for teaching writing skills?
- The World Wide Web provides a rich source of authentic material. What sort of authentic material would be suitable for the learners you are currently working with? Design an activity that would go nicely with the material.
- How can computer-based activity make second language learning more interactive? Please give one or two concrete examples.
- Is the experience of teaching online during the covid-19 pandemic likely to have a lasting effect on the way ICT is used in the language classrooms? Why (not)? Is it a good thing?

**2. Prepare an app you would like to briefly introduce to your colleagues and prepare a brief, 2–3-minute overview of it.**

#### **Seznam povinné četby pro studenty:**

Dudeney, G., & Hockly, N. (2012). ICT in ELT: how did we get here and where are we going? *ELT Journal*, 66(4), 533–542.

Heift, T., & Chapelle, C. A. (n.d.). Language learning through technology. In *The Routledge Handbook of Second Language Acquisition*. Routledge.

#### **Seznam rozšiřující četby pro studenty:**

Hockly, N. (2013). Interactive whiteboards. *ELT Journal*, 67(3), 354–358.

<https://doi.org/10.1093/elt/cct021>

Tour, E. (2015). Digital mindsets: Teachers' technology use in personal life and teaching. *Language Learning & Technology*, 19(3), 124–139.

#### **Odkazy na internetové a mobilní zdroje:**

Teacher Development: <http://nikpeachey.blogspot.com/>

News and Tips: <http://quickshout.blogspot.com/>

Student Activities: <http://daily-english-activities.blogspot.com/>

On Social media: <http://bloggingandsocialmedia.blogspot.com/>

On Twitter: <http://twitter.com/NikPeachey>

<https://www.cambridge.org/elt/blog/2014/10/01/essential-digital-toolbox-primary-teachers/>

#### **Seznam literatury instruktora:**

Beatty, K. (2010). Teaching and researching computer-assisted language learning. Longman.

Bloch, J. (2007). Technology in the L2 composition classroom. University of Michigan Press.

Bush, M., & Terry, R. (1996). Technology-enhanced language learning (ACTFL Foreign Language). National Textbook Company.

Chapelle, C., & Jamieson, J. (2008). Tips for teaching CALL: Practical approaches to computer-assisted language learning. Pearson Education.

Egbert, J. (2005). CALL essentials. TESOL.

Hockly, N. & Clanfield, L. (2017). Teaching online. Delta Publishing.

Hubbard, P. (Ed.). (2009). Computer assisted language learning: Critical concepts in linguistics. Routledge.

Innes, M. & Garrison, D. (2021). An introduction to distance education: understanding teaching and learning in a new era. New York, NY: Routledge.

Li, J., Gromik, N., & Edwards, N. (Eds.). (2012). ESL and digital video integration: Case studies. TESOL International Association.

Motteram, G. (Ed.). (2013). Innovations in learning technologies for English language teaching. The British Council.

Nicholson, M., Murphy, L., & Southgate, M. (Eds.). (2011). Language teaching in blended contexts. Dunedin Academic Press.

O’Keeffe, A., McCarthy, M., & Carter, R. (2007). From Corpus to classroom: Language use and language teaching. Cambridge University Press.

Peachey, N. (2018). Digital tools for teachers. Peachey Publications.

Sherman, J. (2003). Using authentic video in the language classroom. Cambridge University Press.

Stanley, G. (2013). Language learning with technology: Ideas for integrating technology in the classroom. Cambridge University Press.

Tomlinson, B., & Whittaker, C. (Eds.). (2013). Blended learning in English language teaching: Course design and implementation. British Council.

<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	<a href="https://dl1.cuni.cz/mod/folder/view.php?id=428155">https://dl1.cuni.cz/mod/folder/view.php?id=428155</a>
<b>Forma plnění deskriptorů</b>	
<b>Číslo a název deskriptoru:</b>	<b>Forma plnění deskriptoru:</b>
1.4.6 Dokáží využít moderních technologií pro procvičování gramatiky.	příklady v semináři + v Moodle
2.4.6 Dokáží při výuce slovní zásoby využít moderních technologií.	příklady v semináři + v Moodle
2.4.7 Dokáží využít jazykové korpusy pro účely výuky slovní zásoby.	příklady v semináři + v Moodle
3.4.6 Dokáží při výuce výslovnosti využít moderních technologií.	příklady v semináři + v Moodle
6.4.9 Dokáží při výuce mluvení využít moderních technologií.	příklady v semináři + v Moodle
7.4.8 Dokáží při výuce psaní využít moderních technologií.	příklady v semináři + v Moodle
<b>Zadání úkolů do portfolio:</b>	
Choose one digital platform or technique and use it to design a short learning activity for your chosen level of proficiency.	
<b>Otázky pro studenty:</b>	
What applications do you use to learn foreign languages? What are the advantages and disadvantages?	
<b>Návrh otázek do zápočtového testu:</b>	
Evaluate the suggested lesson plan (example provided) which strongly employs technology. What do you appreciate and what not? Justify.	
<b>Přílohy</b>	
Č. 1 – náhledy powerpointové prezentace	



## Seminář č. 5 – výukový plan

Activity	1. A brief history of CALL		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To provide the Ss with an overview of how the field of CALL has developed from the early uses of computers in ELT through the rise of mobile and internet apps.		
Description:	A lecture showing some early examples of CALL which the students actively try out in the classroom.		
Descriptors:	I have an overview of the key trends of the development of ICT in ELT.		
Props:	Slides with an outline of development of CALL		
Literature:	Beatty (2010)		
Potential problems:	This has to be done using concrete, practical examples so that it is interesting and so that the students are active. The students are to be asked for evaluations of the presented examples.		

Activity	2. ELT during the pandemic		
Type of interaction:	<input type="checkbox"/> individual <input checked="" type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To raise awareness of the way the online teaching experience may be seen as a challenge to change the way modern foreign languages are taught in post-pandemic times.		
Description:	This is a discussion block introduced by a short pair work activity in which the students discuss their views on whether the covid online teaching experience is likely to have a lasting effect on ELT. This is then further developed in a class discussion.		
Descriptors:	I am aware of the role of ICT in contemporary language teaching.		
Props:	Slide with a few key questions.		
Literature:	Peachey (2017), Hockly (2018)		
Potential problems:	Some framework needs to be introduced to keep this discussion structured, perhaps one based on a SWOT analysis.		

Activity	3. Formulating principles of ICT use in EFL classrooms		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To formulate some principles for effective use of ICT in the EFL classroom.		
Description:	The students work in groups and try to formulate principles of effective use of ICT in the EFL classroom. Their opinions are then shared in a class discussion and an online mind map is generated so that it can then be later posted in the Moodle. The instructor asks questions regarding the teacher's role in making sure that these principles are observed.		
Descriptors:	I am aware of the key principles of effective use of ICT in the EFL classroom and can justify them.		
Props:	Online mind map		
Literature:	Peachey (2017), Hockly (2018)		
Potential problems:	This might need more time. Also the instructor needs to supplement the final discussion with either his own mind map or make sure he makes one during the discussion.		



Activity	<b>4. Focusing on practical examples of ICT use on EFL classrooms</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To work out some possible uses of ICT in the EFL classroom and become aware of their potential.		
Description:	Students work in groups and for 5 minutes they try to suggest various uses of ICT in the EFL classroom. The findings are then shared with the others. We try to focus on implementing the principles established in the previous activity.		
Descriptors:	I can use ICT in the EFL classroom for a variety of purposes.		
Props:	The mind map created in the previous task, or the list of the principles displayed on the whiteboard.		
Literature:	N/A		
Potential problems:	This needs really concrete instructions.		

Activity	<b>5. Creating a typology of language-learning apps</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To raise awareness of the range of available apps.		
Description:	Students in groups design possible typologies of language-learning apps. The findings are then compared.		
Descriptors:	I am aware of the different types and characteristics of apps used for language teaching.		
Props:	A model solution of the task displayed on a slide as an outcome of the task		
Literature:	N/A		
Potential problems:	The students might not have sufficient experience, so this might turn out to be quite a boring exercise.		

Activity	<b>6. Presenting apps</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	90 mins
Goal:	To introduce students to a variety of language-learning and teaching apps and to encourage them in exploring available apps.		
Description:	<p>At the beginning of the term the students are told that in Week 5 they will be delivering short presentations of language-learning/teaching apps. There is a forum in the Moodle through which the students advertise which app they have chosen to introduce so that no app is introduced more than once.</p> <p>In the actual seminar, short presentations are delivered, explaining the basic functionality of the apps and focusing on how the app can be used in live classroom teaching.</p> <p>The students also share any useful sources which provide useful links to a choice of apps.</p> <p>The instructor and the class provide feedback to the presentations.</p>		
Descriptors:	I have an overview of basic apps for language teaching/learning and know where to look for them.		
Props:	PC and a projector		
Literature:	N/A		
Potential problems:	The students need to be instructed to keep to the time limit. They must not try to present their selected apps in too much detail but focus on just one salient point and exemplify well how this is to be used in real teaching.		

Semináře č. 6 & 7 – syllabus	
Název v ČJ	Vyučování výslovnosti
Název v AJ	Teaching pronunciation
<b>Smysl semináře:</b>	
<p>The teaching of pronunciation has been called the Cinderella of ELT although it may rightly be considered one of the most important topics which permeates, or ought to permeate, the teaching of all other language forms and skills. Success in the teaching of pronunciation to a great degree influences the ultimate attainment of the learners in English.</p> <p>The topic has been split into two seminars partly because of the sheer amount of information to be covered and skills to be acquired, and partly because it is one of the most important topics in the ELT syllabus. It thus deserves both the space and the reflection time between the two seminars. It is essential, though, that the students be given concrete tasks between the two seminars (see below).</p> <p>The reasons for including the seminar at this stage of the course are as follows:</p> <ul style="list-style-type: none"> <li>– at this stage in the course it is essential to turn the focus to the practice of teaching language;</li> <li>– aspects of pronunciation are part of the teaching of all of the other language forms and skills and hence it is ideal to use pronunciation as a starting point before all of the others are introduced;</li> <li>– pronunciation is also a fairly compact ELT topic and it can thus provide an ideal introduction to the techniques used in TEFL training for the teaching of all of the other forms and skills;</li> <li>– the practice of teaching pronunciation provides the trainees with many opportunities to practise some essential training and teaching techniques and gain confidence in doing so.</li> </ul> <p>The division of the content into the two seminars is based primarily on the division into suprasegmental and segmental phonetic features. Seminar one somewhat untraditionally starts with suprasegmental phonetics as it works on the assumption that it is this aspect of English pronunciation that is the most problematic for the learners. It is also likely the trainees are unaware of and have not experienced how the teaching of suprasegmental aspects of English speech can be dealt with in the EFL classroom. The seminar ought to strongly highlight the importance of the teaching of pronunciation and starting with suprasegmentals seems to be more effective in this way. The second seminar then deals with the teaching of segmentals, and it also focuses on the use of the International Phonetic Alphabet and the way pronunciation is closely linked with the teaching of spelling and, by extension, vocabulary. Both seminars rely on a lot of practical examples and rehearsal of concrete teaching techniques.</p>	
<b>Cíle seminářů:</b>	
<p>The aim of these two seminars is to present the basic methodological procedures applicable to the teaching of English pronunciation in close connection with research in this area. The seminar introduces the basic techniques for teaching pronunciation in both the segmental and suprasegmental levels in relation to student variables (see seminar 2) and the competencies contained in the Common European Framework of Reference (see seminar 3). The seminars will also present relevant research in the field of acquisition and teaching of literacy and will present how this research manifests itself in the creation of materials and teaching methods.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will understand the principles of teaching pronunciation in VAJ. They will learn to select appropriate techniques for teaching pronunciation at the segmental and suprasegmental level. They will find out where they can find resources for teaching pronunciation. They will learn the basic techniques of teaching pronunciation and the principles of acquisition and will learn to use other resources from which these techniques and procedures can draw. They thoroughly</p>	

understand both the content of teaching pronunciation (i.e., what to teach) and the influence of variables (age, proficiency, mother tongue, etc.). They will learn to take into account the context of teaching, the needs of students and their goals in (but not only) in accordance with the Common European Framework of Reference. They will get acquainted with how they can apply the knowledge of modern research in this area and from where they can draw information for it.

<b>Seznam klíčových témat:</b>	<b>Literatura k jednotlivým tématům</b>
1) Teaching English pronunciation 2) The role of suprasegmental and segmental features 3) Basic teaching techniques 4) The role of IPA in teaching English pronunciation 5) Research on the issue and its impact on current trends in ELT	1) Derwin & Munro (2015), Levis (2018), Pennington & Rogerson-Revell (2018) 2) Scrivener (2011), Harmer (2014), Gilbert (2008), Underhill (2017), Murcia et al. (2010) 3) Gilbert (2008), Scrivener (2011), Harmer (2014) 4) Underhill (2017) 5) Derwin & Munro (2015), Levis (2018), Pennington & Rogerson-Revell (2018), Jenkins (2000)

**Splněné sebehodnotící deskriptory (výčet):**

AJ 3.1.1, AJ 3.1.2, AJ 3.1.3, AJ 3.1.4, AJ 3.1.5, AJ 3.1.6, AJ 3.1.7;  
 AJ 3.2.1, AJ 3.2.2, AJ 3.2.3, AJ 3.2.4, AJ 3.2.5, AJ 3.2.6, AJ 3.2.7;  
 AJ 3.3.1, AJ 3.3.2, AJ 3.3.3, AJ 3.3.4;  
 AJ 3.4.1, AJ 3.4.2, AJ 3.4.3, AJ 3.4.4, AJ 3.4.5, AJ 3.4.6;  
 AJ 3.5.1, AJ 3.5.2, AJ 3.5.3, AJ 3.5.4.

**Příprava na seminář – zadání pro studenty:**

**1. Pre-seminar questions for Seminar 1**

- What are the goals of teaching pronunciation?
- Should we strive for native-like pronunciation?
- Is there a link between pronunciation and listening? If so, in what way?
- Can adults acquire native-like pronunciation?
- Do younger learners find the pronunciation of a foreign language easier than older learners? Why (not)?
- Do you think some people have a special talent or “ear” for languages? Does it make their work easier?
- What helped you acquire what you can do? What methods did you find effective? What was a waste of time?
- Do pronunciation exercises need to be communicative? Can they be communicative? Can you think of a nice example of a communicative pronunciation task?
- Try and define the role of a teacher in a pronunciation class.
- What are some typical difficulties Czech students have with English pronunciation? How would you deal with them as a teacher?

**2. Reading for Seminar 1**

Read these two short texts in the Moodle: Derwing (2012) and Goodwin (2012). Check your understanding of the key concepts by doing the quiz in the Moodle.

**3. Read the descriptors for pronunciation in the Common European Framework of Reference. Try to say in your own words how it approaches pronunciation goals in foreign language teaching. What is your own view? Do you agree with it?**

**4. Pre-seminar questions for Seminar 2**

- What effect does L1 have on the pronunciation of L2?
- What is the prerequisite for the production of a sound in a foreign language?

- What do you think of your own accent? What do you find difficult about English pronunciation?
- Do you speak another language whose pronunciation you find easier? Why?
- Do explanations of how sounds are produced help learners understand what they're supposed to do? And what about the famous photos of mouths, tongue positions etc?
- Does the learner's personality affect the learning of pronunciation? Try and think what type of personality makes for a good pronunciation learner.
- What is the value of imitation-based activities?
- Are pronunciation drills useful? What are their pros and cons?
- Why is there little point in the drilling of isolated sounds?
- If younger and older learners learn pronunciation differently, what do you do about it as a teacher? Will you use different strategies?

#### **5. Prepare for Seminar 2.**

Take a look at the sample unit from a contemporary coursebook (in the Moodle) and see how it deals with the teaching of pronunciation. Which aspects does it focus on? What exercise types it uses? Do you like the approach, or do you find it could be better?

#### **6. Reading for Seminar 2**

Read Chapter 3 from Derwing & Munro (2015) in the Moodle and answer the questions in the quiz in the Moodle.

#### **7. Watch the videos about teaching phonemes by Adrian Underhill (links in the Moodle) and be prepared to discuss the following questions in the seminar discussion:**

- What does he mean by taking pronunciation out of the brain and into the mouth? Why does he suggest that this should happen?
- How does he believe this can be done?
- What concrete techniques does he suggest?
- Do you find these techniques usable in the context of Czech secondary schools?
- Which of the ideas in the lecture do you like? Why? And which do you not?
- What does the approach tell you about teaching suprasegmentals?

#### **Seznam povinné četby pro studenty:**

Derwing, T. M. (2012). Pronunciation Instruction. In *The Encyclopaedia of Applied Linguistics*. Blackwell Publishing Ltd.  
 Goodwin, J. (2012). Pronunciation Teaching Methods and Techniques. In *The Encyclopaedia of Applied Linguistics*. Blackwell Publishing Ltd.  
 Chapter 3 (Phonetic acquisition - a pedagogical perspective) from Derwing, T. & Munro, M. (2015). *Pronunciation fundamentals: evidence-based perspectives for L2 teaching and research*. Amsterdam Philadelphia: John Benjamins Publishing Company.

#### **Seznam rozšiřující četby pro studenty:**

John M. Levis (2016). Research into practice: How research appears in pronunciation teaching materials. *Language Teaching*, 49, pp 423-437

#### **Odkazy na internetové a mobilní zdroje:**

www.forvo.com  
 www.howtopronounce.com  
 Simplex Spelling – app  
 Memrise – app

#### **Seznam literatury instruktora:**

Derwing, T. & Munro, M. (2015). *Pronunciation fundamentals: evidence-based perspectives for L2 teaching and research*. Amsterdam Philadelphia: John Benjamins Publishing Company.

Gilbert, J. B. (2008). *Teaching pronunciation: Using the prosody pyramid*. Cambridge, England: Cambridge University Press.

Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford University Press: Oxford.

Levis, J. (2018). *Intelligibility, oral communication, and the teaching of pronunciation*. Cambridge, United Kingdom New York, NY: Cambridge University Press.

Murcia, M., Brinton, D., Goodwin, J. & Griner, B. (2010). *Teaching pronunciation: a course book and reference guide*. New York: Cambridge University Press.

Pennington, M. & P. Rogerson-Revell (2018). *English Pronunciation Teaching and Research: Contemporary Perspectives*. Palgrave.

Underhill, A. (2017). *Sound foundations new edition digital methodology book pack*. Macmillan.

**Odkaz na powerpointovou prezentaci s přednáškou:**

<https://dl1.cuni.cz/mod/folder/view.php?id=428155>

### Forma plnění deskriptorů

Číslo a název deskriptoru:	Forma plnění deskriptoru:
3.1.1 Dokáží formulovat základní koncepty akvizice výslovnosti cizího jazyka.	ze semináře didaktické propedeutiky + samostudium (opakování)
3.1.2 Detailně znám deskriptory SERR týkající se výslovnosti.	samostudium (v Moodle jsou vybrané pasáže) - příprava na seminář
3.1.3 Detailně znám deskriptory RVP týkající se výslovnosti.	samostudium (v Moodle jsou vybrané pasáže) - příprava na seminář
3.1.4 Dokáží vyhodnotit vliv žákovských proměnných na výuku výslovnosti.	v návaznosti na seminář 2 výklad v semináři
3.1.5 Dokáží aplikovat znalosti z fonetiky a fonologie při výuce výslovnosti.	vlastní zkušenosti v návaznosti na povinné semináře fonetiky samostudium
3.1.6 Mám přehled o literatuře věnující se metodice výuky výslovnosti.	viz seznam v Moodle
3.1.7 Mám dobrý přehled o základních učebnicích pro výuku, výklad a procvičování výslovnosti.	viz seznam v Moodle
3.2.1 Dokáží stanovit cíl hodiny a aktivit zaměřených na výslovnost a upravit dle něj vhodné úlohy.	výklad v semináři
3.2.2 Dokáží integrovat výslovnost do výuky řečových dovedností.	výklad v semináři
3.2.3 Dokáží integrovat výslovnost do výuky gramatiky jak na segmentální, tak na suprasegmentální rovině.	výklad v semináři
3.2.4 Dokáží integrovat výslovnost do výuky slovní zásoby jak na segmentální, tak na suprasegmentální rovině.	výklad v semináři
3.2.5 Dokáží odůvodněně volit, které aspekty výslovnosti vyučovat a v jaké sekvenci.	výklad v semináři
3.2.6 Dokáží propojovat aspekty vyučování výslovnosti s vyučováním ortografie.	výklad v semináři
3.2.7 Dokáží navrhnout vlastní materiály pro prezentaci a procvičování výslovnosti.	výklad v semináři

3.3.1 Dokáží použít různé prezentační techniky a volit je s ohledem na charakteristiky žáka či dané skupiny.	výklad a nácvik v semináři
3.3.2 Dokáží rozhodnout, kdy při výuce výslovnosti použít mateřský jazyk, a rozhodnutí zdůvodnit.	výklad v semináři
3.3.3 Dokáží rozhodnout, kdy při výuce výslovnosti použít metajazyk, a rozhodnutí zdůvodnit.	výklad v semináři
3.3.4 Dokáží využít výuku výslovnosti k rozvoji pravopisu.	výklad v semináři
3.4.1 Dokáží při výuce výslovnosti zohlednit potřeby studentů.	výklad v semináři
3.4.2 Dokáží využít aktivizační techniky při výuce výslovnosti.	výklad a nácvik v semináři
3.4.3 Dokáží využít techniky skupinové, párové a individuální práce při výuce výslovnosti.	výklad a nácvik v semináři
3.4.4 Dokáží zvolit a doporučit vhodné žákovské strategie pro učení se výslovnosti.	výklad semináři
3.4.5 Dokáží použít různé techniky procvičování výslovnosti jak na segmentální, tak na suprasegmentální rovině.	výklad semináři
3.4.6 Dokáží při výuce výslovnosti využít moderních technologií.	výklad semináři samostudium
3.5.1 Ovládám řadu technik opravování výslovnostních chyb v žákovském projevu.	výklad a nácvik v semináři
3.5.2 Dokáží hodnotit pokrok ve výslovnosti žáků a přizpůsobovat tomu výuku.	výklad semináři
3.5.3 Dokáží vést žáky k tomu, aby využívali SERR a EJP jako prostředek sebehodnocení.	výklad semináři
3.5.4 Dokáží využít SERR a EJP jako prostředek hodnocení pokroku svých žáků.	výklad semináři
<b>Zadání úkolů do portfolia:</b>	
Select the language level of the student and a specific phonetic phenomenon and design a sequence of exercises to develop it. Formulate the objectives of each activity and how to verify their achievement.	
<b>Otázky pro studenty:</b>	
What pronunciation problems have you had? What did they stem from? Were you able to eliminate them? How? What lessons could you take away from this for your own teaching practice?	
<b>Návrh otázek do zápočtového testu:</b>	
Define intelligibility and comprehensibility. How do these two concepts affect the work of an EFL teacher?	
Explain the nature of the relationship between listening and pronunciation. How important is it in ELT?	
One of your students finds it difficult to pronounce the word “particularly”. How will you help him pronounce the word? Describe the sequence of steps and possible remedies to unsuccessful attempts.	
<b>Přílohy</b>	
Č. 1 – náhledy powerpointové prezentace	

## Seminář č. 6 – výukový plan

Activity	1. The key aspects of EFL pronunciation instruction		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To introduce the key aspect of EFL pronunciation instruction as an introduction to the topic.		
Description:	Lecture with the use of the concept map.		
Descriptors:	I am aware of the key aspects and considerations of EFL pronunciation instruction.		
Props:	Concept map as a summary of the salient points of pronunciation in ELT.		
Literature:	Especially Levis (2018)		
Potential problems:	It needs to be succinctly summarized as it is only an introduction.		

Activity	2. Why teach pronunciation		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To raise awareness of the importance of pronunciation teaching. To provide a platform for a discussion of the trainees' beliefs in this area with research-based evidence.		
Description:	This is a commentary with a discussion based on a mind map in the slides.		
Descriptors:	I can identify the key reasons for teaching pronunciation in EFL contexts.		
Props:	Mind map outlining the reasons for teaching pronunciation.		
Literature:	Derwing & Munro (2015), Underhill (2017)		
Potential problems:	It needs to be concise and the points need to be logically structured.		

Activity	3. Discussing pre-seminar questions		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	20 mins
Goal:	To introduce other key concepts for pronunciation teaching in EFL contexts.		
Description:	Students discuss the answers to the first set of pre-seminar questions. The instructor summarizes some of the key concepts and arranges them in a concept map.		
Descriptors:	I am aware of the key aspects and considerations of EFL pronunciation instruction.		
Props:	A slide with pre-seminar questions.		
Literature:	Levis (2018)		
Potential problems:	It needs to be kept very quick as the number of questions is quite large.		

Activity	4. How is English pronunciation taught at Czech schools?		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	15 mins



Goal:	Apply some of the knowledge to evaluate the experience of the Czech teaching environment. Student activation. Sharing experiences. Raising awareness of which approaches do not work and which are not viewed positively by students.
Description:	In small groups the students discuss the following questions: <i>How was pronunciation taught at your school when you were learning English? Could you briefly share your thoughts? Talk about your own personal experiences? What worked? What could have been better? Why? Why do you think the teachers approach pronunciation teaching in this way?</i> Subsequently their thoughts are shared in a class discussion and a mind map is generated.
Descriptors:	I can identify the strong and weak points of typical approaches to pronunciation teaching as it is frequently carried out at Czech schools
Props:	Mind map constructed in the seminar, comparison with previous years' mind maps.
Literature:	None
Potential problems:	It is important that the Ss focus on the concrete questions and try to answer them briefly so that there is space for the subsequent discussion.

Activity	<b>5. Why should we teach suprasegmental aspects of English pronunciation?</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	20 mins
Goal:	To introduce the central hypothesis if the seminar (the importance of suprasegmentals in pronunciation instruction). To raise awareness of the role of suprasegmental features for successful acquisition of connected speech and for improved comprehension of spoken English.		
Description:	The instructor presents the main aspects of suprasegmental phonetics and illustrates on concrete examples how problematic they are for the EFL learner. The students suggest ways in which these features can be taught and practise doing so.		
Descriptors:	I can identify the key aspects of suprasegmental phonetics and understand why these features play a key role in the acquisition of L2 English. I can select and use techniques for practising these features with EFL learners.		
Props:	PowerPoint slides making a clear case for why suprasegmentals are essential in ELT.		
Literature:	Underhill (2017)		
Potential problems:	This has to be well controlled for time and illustrated by good examples.		

Activity	<b>6. Choosing which suprasegmental aspects to teach</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To determine which suprasegmental features should be taught to EFL learners.		
Description:	This is based on a presentation with a mind map and a discussion with the trainees.		
Descriptors:	I am aware which aspects of suprasegmental phonetics ought to be given preference in teaching and also know at which levels of proficiency they ought to be introduced and practised.		
Props:	Mind map (PowerPoint slides)		
Literature:	Derwing & Munro (2015), Underhill (2017)		



Potential problems:	This is just a quick recap. The only problem might be with students who have not studied phonetics.
---------------------	---

Activity	<b>7. Sample teaching techniques – word linking</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To introduce techniques which can be used for the teaching of linking. To practise the technique of choral practise.		
Description:	Demonstrating and practising teaching techniques.		
Descriptors:	I can use different techniques for teaching word linking.		
Props:	PowerPoint slides.		
Literature:	PronPack (Hancock, 2019)		
Potential problems:	It needs to be kept to 5 minutes so the slides must contain very clear examples of how to proceed.		

Activity	<b>8. Pronunciation teaching techniques – word stress</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To introduce techniques for teaching word stress.		
Description:	Demonstration and practice.		
Descriptors:	I can use different techniques for teaching word stress.		
Props:	PowerPoint slides.		
Literature:	PronPack (Hancock, 2019)		
Potential problems:	It needs to be kept to 5 minutes so the slides must contain very clear examples of how to proceed.		

Activity	<b>9. Teaching word stress – observing a teacher</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	To give a practical example of word-stress instruction. To illustrate the use of visual aids for teaching pronunciation.		
Description:	Using the short instructional video (Scrivener 25) the students are shown how to use Cuisenaire rods and other visualisation techniques to teach word stress. The students watch the film paying attention to what the teacher does, how the students respond and try to critically evaluate the teacher's performance and the effectivity of the activity.		
Descriptors:	I can use different techniques for teaching word stress and explain how visualization of pronunciation tasks might help the learners.		
Props:	Video Scrivener 25 + accompanying questions on a slide		
Literature:	None (practical observation task)		
Potential problems:	It might be a good idea to spare a couple of minutes for practising the technique, but this is a hard push.		

Activity	<b>10. Using nursery rhymes to teach word stress</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (practise, dictation)	Length:	5 mins

Goal:	To illustrate how to use nursery rhymes and poems for teaching English rhythm.
Description:	The instructor rhythmically recites the selected rhyme (One, two, three, four, five, once I caught a fish alive...). The students work out how they could use this rhyme to teach rhythm and suggest concrete techniques.
Descriptors:	I can use a selection of techniques to teach English rhythm.
Props:	Slide with the text of the rhyme.
Literature:	Ur (2012)
Potential problems:	This might fail in an uncreative and uncooperative class. Hence some concrete examples of activities might have to be shown by the instructor himself.

Activity	<b>11. Using Jazz Chants</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To demonstrate Jazz Chants techniques for pronunciation teaching.		
Description:	Demonstration and practice.		
Descriptors:	I can use chants to practise various aspects of pronunciation.		
Props:	Graham's recording of the Jazz Chant "Baby's sleeping".		
Literature:	Carolyn Graham: Jazz Chants		
Potential problems:	Discuss if they would consider this technique possible in the context of Czech secondary schools. What are the potential pitfalls?		

Activity	<b>12. More techniques for teaching suprasegmentals</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	To present more techniques for teaching suprasegmentals.		
Description:	The instructor presents techniques and the Ss try them out in short teaching try-outs.		
Descriptors:	I can use a variety of techniques to teach suprasegmental aspects of English pronunciation.		
Props:	PowerPoint slides with samples of techniques for teaching suprasegmentals.		
Literature:	PronPack (Hancock, 2019), Underhill (2017)		
Potential problems:	The issue is how to make time for practising these techniques.		

Activity	<b>13. Learning more techniques through observation</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	Illustrating how to use visualization techniques for teaching sentence rhythm.		
Description:	Observing a teacher on a video observation and answering accompanying questions from the slides. (Scrivener 25, from 3.30). The students then practise the technique using some sample sentences.		
Descriptors:	I can use a variety of techniques to practise sentence rhythm.		
Props:	Video – Scrivener 25 (from 3.30)		
Literature:	None (practical observation task)		
Potential problems:	None expected. This should be straightforward and enjoyable.		

Activity	<b>14. Learning drilling techniques for teaching pronunciation</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	10 mins
Goal:	To demonstrate the use of drills for teaching pronunciation and showing how this can be made into a communicative activity to practise pronunciation and intonation.		
Description:	Watching a video and observing a teacher (Scrivener 28). Answering accompanying questions and evaluating the activities.		
Descriptors:	I can use drills and vary them to teach various aspects of pronunciation. I understand the concept of communicative drill and can use it in teaching pronunciation.		
Props:	Video – Scrivener 28		
Literature:	None (practical observation task)		
Potential problems:	The issue here is to provide some time and space for the students to practise these techniques as micro-teaching.		

## Seminář č. 7 – výukový plán

Activity	1. Reviewing Underhill's approach to teaching phonemes		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	5 mins
Goal:	To review Underhill's Sound Foundations approach to the teaching of phonemes and learn some of the recommended techniques.		
Description:	<p>The students were asked to watch Underhill's lecture on how to teach English phonemes using the Sound Foundations method. In the seminar we discuss what impact it had on our views of teaching EFL pronunciation and try to answer the following questions:</p> <ul style="list-style-type: none"> <li>– What does Underhill mean by taking pronunciation out of the brain and into the mouth? Why does he suggest that this should happen?</li> <li>– How does he believe this can be done?</li> <li>– What concrete techniques does he suggest?</li> <li>– Do you find these techniques usable in the context of Czech secondary schools?</li> <li>– Which of the ideas in the lecture do you like? Why? And which do you not?</li> <li>– What does the approach tell you about teaching suprasegmentals?</li> </ul>		
Descriptors:	I understand how phonemes can be taught using the visual aids designed for the Sound Foundations approach.		
Props:	The Sound Foundations phoneme chart (Underhill 2017) Links to the videos in the Moodle		
Literature:	<a href="https://www.youtube.com/watch?v=1kAPHyHd7Lo">https://www.youtube.com/watch?v=1kAPHyHd7Lo</a>		
Potential problems:	Student who have not watched the video.		

Activity	2. Trying out the Sound Foundations approach		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (microteaching)	Length:	5 mins
Goal:	To adopt a few of the Sound Foundations techniques		
Description:	Using the Sound Foundations phoneme chart selected two students demonstrate the use of some of the techniques recommended in Underhill's lecture as microteaching. We provide feedback to the two microteachers.		
Descriptors:	I can use the Sound Foundations phoneme chart to help learners become aware of how English phonemes are produced.		
Props:	The Sound Foundations phoneme chart (Underhill 2017)		
Literature:	Underhill (2017)		
Potential problems:	This can be time-consuming if the students really get into it (which is not entirely necessary).		

Activity	3. Teaching pronunciation at the segmental level – key issues		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	25 mins

Goal:	To introduce some of the key aspects of segmental phonetics teaching
Description:	This is a short lecture based on the material in the slides. Firstly, it provides a quick summary of the goals of pronunciation teaching as summed up in the CEFR descriptors. Secondly, it focuses on some of the key teaching principles (hearing first, then identifying, then producing) and recommend a number of teaching techniques which are tried out in class as improvised micro-teaching slots.
Descriptors:	I understand the key principles of teaching the sounds of the English language and can employ various techniques to practise these with my students. I understand how I can make pronunciation practise either a separate focus block in the lesson plan or an improvised block for a solution of a specific problem.
Props:	PowerPoint slides focusing on various aspect of teaching segmental phonetics
Literature:	CEFR (Council of Europe 2001, 2020)
Potential problems:	The techniques need to be well planned if they are to be practised in a micro-teaching slot.

Activity	<b>4. Correcting errors in pronunciation</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (micro-teaching)	Length:	15 mins
Goal:	To learn a few error-treatment techniques. To raise awareness of what, how and why to respond to when pronunciation imprecisions occur.		
Description:	We watch the Scrivener video (no. 21) on error correction and discuss the techniques introduced there. The discussion ought to include the topic of error-correction ethics. Also of the general principles for dealing with pronunciation errors. Some of the techniques are practised as micro-teaching.		
Descriptors:	I can use a variety of techniques to deal with pronunciation errors. I understand the ethics of error-correction and understand how to deal with errors discretely and effectively.		
Props:	Scrivener video 21		
Literature:	Scrivener (2011), Harmer (2014)		
Potential problems:	Reduced authenticity of the simulated error-correction practice.		

## A SHORT BREAK

Activity	<b>5. Pronouncing words</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (micro-teaching)	Length:	20 mins
Goal:	To show and analyse common difficulties in pronouncing English words and suggest remedial techniques.		
Description:	We move in the sequence of pronouncing easy words and getting them right to slightly more complex words and eventually to pronouncing difficult words. Techniques are illustrated and practised by the students for helping learners pronouncing words and overcoming problems in this area.		
Descriptors:	I can use a variety of techniques to help my students pronounce English words. I can diagnose arising difficulties and suggest remedial techniques.		

	Students come up with their own words which they consider or used to consider difficult. The problems are analysed, and remedial paths are suggested.
Props:	Words and PowerPoint slides, also some good words which the students can practise teaching
Literature:	Underhill (2017), PronPack (Hancock, 2019)
Potential problems:	Good words need to be selected here so that the simulated practice makes sense.

Activity	<b>6. Using the IPA</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	25 mins
Goal:	To raise the awareness of the usefulness and the uses of the International Phonetical Alphabet (IPA) in teaching English pronunciation.		
Description:	We analyse how the IPA can be used as one of the remedial strategies for overcoming pronunciation problems within words. We discuss ways in which the IPA can be taught to EFL students and how it can be used to work along with the teaching of English spelling. In groups, the students then work with the IPA manual (Gráf 2007) and suggest variation on the exercises.		
Descriptors:	I can effectively use the IPA in pronunciation teaching both to give transcriptions and to practise pronunciation.		
Props:	<i>Using the IPA in ELT</i> (Gráf 2007)		
Literature:	The pdf of the manual (Gráf 2007) <i>Using the IPA in ELT</i>		
Potential problems:	A good subselection of the activities must be made, as otherwise the material is too rich in ideas. The students ought to try to prepare some of their own exercises based on the model in the manual.		

### A SHORT BREAK

Activity	<b>7. Decoding the pronunciation components of contemporary coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	20 mins
Goal:	To discover how contemporary coursebooks incorporate pronunciation work into their syllabi and activities.		
Description:	Three groups of students work for 8 minutes preparing a short description of the pronunciation component of selected coursebooks. Each group then presents their findings.		
Descriptors:	I understand how contemporary textbooks work with pronunciation and understand the way the principles of pronunciation teaching can be identified in the structure of the coursebooks.		
Props:	Volumes of Navigate coursebook series Volumes of Insight coursebook series Volumes of Face2face coursebook series		
Literature:	None (a practical coursebook analysis task)		
Potential problems:	This must be set beforehand as homework, otherwise it is not doable in the available time.		

Activity	<b>8. Exploring and evaluating pronunciation practice books</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other (mingle)	Length:	25 mins
Goal:	To analyze how pronunciation is covered in specialist pronunciation practice books.		
Description:	The students work in 4 groups preparing short presentations of the individual volumes of the English Pronunciation in Use series. In the second half of the task, they present their descriptions.		
Descriptors:	I can use alternative materials for pronunciation practice.		
Props:	The four volumes of English Pronunciation in Use		
Literature:	English Pronunciation in Use 1–4		
Potential problems:	A good selection of activities from different levels of proficiency must be used.		

<b>Seminář č. 8 &amp; 9 – syllabus</b>	
<b>Název v ČJ</b>	<b>Výuka poslechu</b>
<b>Název v AJ</b>	<b>Teaching listening</b>
<b>Smysl semináře:</b>	
<p>Listening is by many experts and students considered to be the hardest skill to acquire in a foreign language, and it is an indispensable skill in the context of global use of the English language. It is part of the traditional division of foreign language teaching content into language forms and skills, but contemporary teaching approaches must take on board issues connected with the global role of English in the contemporary world and English as a lingua franca. Another area of concern is the transition of the traditional paradigm of product-based teaching approaches into process-based practices and syllabi.</p> <p>The reasons for scheduling the seminar at this stage of the course:</p> <ul style="list-style-type: none"> <li>– the topic of teaching listening follows ideally from the topic of teaching pronunciation, and this is the main reason why the topic is introduced here;</li> <li>– the students are now familiar with the distinction between product- and process-based syllabi which was covered in Seminar 4;</li> <li>– it is also well connected to the seminars on teaching materials and the use of ICT;</li> <li>– the techniques and skills presented in this seminar are reusable in the subsequent seminars;</li> <li>– introducing a skill-based topic before the other seminars dedicated to the teaching of language forms makes it easier for the instructor to illustrate the inter-relatedness of language forms and skills and their teaching.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The aim of these two seminars is to present the basic methodological procedures applicable to the teaching of listening in English lessons at secondary schools with a view to the latest theoretical knowledge. The seminar presents the basic techniques for teaching listening in relation to student variables (see seminar 2) and the competencies outlined in the Common European Framework of Reference (see seminar 3). The seminar will also present relevant research in the field and present how this research is reflected in the creation of materials and teaching methods. It will also introduce resources for listening and online applications that can be used in teaching listening.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will understand the principles of teaching listening in EFL classroom. They will learn to choose appropriate techniques for teaching listening. They will find out where they can find resources for teaching listening. They will learn the basic techniques of teaching listening and the principles of acquisition and will learn to use other resources from which these techniques and procedures can draw. They will thoroughly understand the principles that determine the successful decoding of speech.</p> <p>They will learn to distinguish between syllabi and procedures focused on listening in the paradigm of procedural and product-oriented teaching. They will learn to take into account the context of teaching, the needs of students and their goals in accordance with (but not only) the Common European Framework of Reference. They will get acquainted with how they can apply the knowledge of modern research in this area and where they can find relevant information.</p>	
<b>Seznam klíčových témat:</b>	<b>Literatura:</b>
1) Factors affecting listening success  2) Process- and product-based syllabi and teaching procedures  3) Planning listening activities, stages of teaching listening  4) Types of listening activities	1) Cutler (2012); Brown (2011); Vandergrift (2007); Nation & Newton (2008) 2) Field (2008); Rost (2011); Rost & Wilson (2013); White (2006); Goh (2014) 3) Field (2008); Flowerdew & Miller (2005); Lynch (2009) 4) Field (2008); Rost (2011); Ur (1984)



5) Techniques for teaching listening	5) Field (2008) , Richards & Burns (2012), Rost (2011)
6) Listening and CEFR	6) CEFR
7) Selecting and sourcing listening materials, including the use of video	7) Rost (2011), Modern Language Teacher (2017–2021)
8) Applications for teaching listening	8) Modern Language Teacher (2017–2021)
9) Testing listening	9) Buck (2001), Geranpayeh & Taylor (2013), Wagner (2013)
<b>Splněné sebehodnotící deskriptory (výčet):</b>	
5.1–5.4 (včetně podmnožin deskriptorů), 5.6	
<b>Příprava na semináře – zadání pro studenty:</b>	
<p><b>Prep work for Seminar 1</b></p> <p><b>1. Students will get acquainted with the preparatory questions in Moodle and complete an online quiz based on them.</b></p> <ul style="list-style-type: none"> <li>• What are the similarities and differences between listening and reading comprehension processes?</li> <li>• What listening needs do your learners have? What do you do to meet those needs?</li> <li>• What do you think are second language learners' greatest difficulties with listening?</li> <li>• To what extent do you think listening can be taught? What do you think the role of the teacher is in a listening class?</li> <li>• Discuss some of the differences between spoken and written texts in terms of vocabulary, syntax, and discourse structure.</li> <li>• Describe listening activities that you think are effective in enhancing students' listening skills.</li> </ul> <p><b>Prep work for Seminar 2</b></p> <p>1) Students will get acquainted with a selected lesson from three selected textbooks, evaluate how these textbooks approach listening, how they are similar and how they differ. Three books are assigned for three groups of students. In each group each student has a copy of a different unit from the series so that each student reviews something different.</p> <p>2) 6 students are asked to prepare presentations of apps or internet resources of online listening activities or sources for listening texts. They show how these can be used for planning lessons.</p>	
<b>Seznam povinné četby pro studenty:</b>	
Field, J. (2002). The changing face of listening. IN: Richards and Renandaya (eds.), Methodology in language teaching. Cambridge: Cambridge University Press.	
<b>Seznam rozšiřující četby pro studenty:</b>	
<p>Nunan, D. (2002). Listening in language learning. IN: Richards and Renandaya (eds.), Methodology in language teaching. Cambridge: Cambridge University Press.</p> <p>White, G. (2008). Listening and good language learners. In C. Griffiths (Ed.), Lessons from Good Language Learners (pp. 208–217). Cambridge University Press.</p> <p>Hardison, D. M. (2012) Second language speech perception. IN: The Routledge Handbook of Second Language Acquisition.</p>	
<b>Odkazy na internetové a mobilní zdroje:</b>	
<a href="http://www.ello.org">http://www.ello.org</a> ; <a href="https://www.eslvideo.com">https://www.eslvideo.com</a> ; <a href="https://www.awesomestories.com/">https://www.awesomestories.com/</a> ; <a href="http://www.storycorps.org">www.storycorps.org</a> ; <a href="http://www.ted.com">http://www.ted.com</a> ; <a href="https://podbean.com">https://podbean.com</a> ; <a href="http://www.eslstudentpublications.com">http://www.eslstudentpublications.com</a> ;	

<http://en.englishyappr.com/welcome/HomePage.action>; <http://www.jokeroo.com>;  
<http://www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads>;  
[www.manythings.org/](http://www.manythings.org/); <https://www.khanacademy.org>;  
<https://www.youtube.com/user/bbclearningenglish/videos>; [www.wontube.com/](http://www.wontube.com/);  
<http://monkeysee.com/>; <http://www.betteratenglish.com>; <http://www.speak-english-today.com>;  
<http://www.voxopop.com>; <https://tinytexts.wordpress.com>

#### **Seznam literatury instruktora:**

- Brown, S. (2011). Listening myths: Applying second language research to classroom teaching. Ann Arbor: University of Michigan Press.
- Buck, G. (2001). Assessing listening. Cambridge, England: Cambridge University Press.
- Cutler, A. (2012). Native listening: Language experience and the recognition of spoken words. Cambridge, MA: MIT Press.
- Field, J. (2008). Listening in the language classroom. Cambridge, England: Cambridge University Press.
- Flowerdew, J., & Miller, L. (2005). Second language listening: Theory and practice. Cambridge, England: Cambridge University Press.
- Geranpayeh, A., & Taylor, L. (Eds.). (2013). Examining listening: Research and practice in assessing second language listening. Cambridge, England: Cambridge University Press.
- Goh, C. (2014). Listening comprehension: Process and pedagogy. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language (4th ed., pp. 72–89). Boston, MA: National Geographic Learning/Cengage Learning.
- Helgesen, M., & Brown, S. (2007). Practical English language teaching: Listening. New York, NY: McGraw-Hill.
- Lynch, T. (2009). Teaching second language listening. Oxford, England: Oxford University Press.
- Morley, J. (2001). Aural comprehension instruction: Principles and practices. In M. Celce-Murcia (Eds.), Teaching English as a second or foreign language (pp. 69–85). Boston, MA: Heinle & Heinle.
- Nation, I. S. P., & Newton, J. (2008). Teaching ESL/EFL listening and speaking. New York, NY: Routledge.
- Richards, J. C., & Burns, A. (2012). Tips for teaching listening: A practical approach. White Plains, NY: Pearson.
- Rost, M. (2011). Teaching and researching listening (2nd ed.). Harlow, England: Pearson Education.
- Rost, M., & Wilson, J. (2013). Active listening. London, England: Routledge.
- Siegel, J. (2015). Exploring listening strategy instruction through action research. Basingstoke, England: Palgrave Macmillan.
- Underwood, M. (1989). Teaching listening. Harlow, England: Longman.
- Ur, P. (1984). Teaching listening comprehension. Cambridge, England: Cambridge University Press.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. Language Teaching, 40, 191–210. doi:10.1017/S0261444807004338
- Vandergrift, L. & Goh, C. (2012). Teaching and learning second language listening: Metacognition in action (Chapter 4). New York, NY: Routledge.
- Wagner, E. (2013). Assessing listening. In A. J. Kunnan (Ed.), The companion to language assessment (pp. 47–63). Chichester, England: Wiley & Sons, Ltd.
- White, G. (2006). Teaching listening: Time for a change in methodology. In E. Usó-Juan & A. Martínez-Flor (Eds.), Current trends in the development and teaching of the four language skills (pp. 111–35). Berlin, Germany: Mouton de Gruyter.

**Odkaz na powerpointovou prezentaci s přednáškou:**

**Zadání úkolů do portfolia:**

1. Choose a text for a listening passage that is appropriate for the novice level at a given level of education.
2. In small groups, design a listening lesson focused on a listening activity. Include prelistening, listening, and the application phase in the plan.
3. Discuss and plan exactly how you would activate student schemata or scripts and document your plan for this listening activity. Prepare it exactly as you would if you were going to give it to students. Include your script, a notation of the student educational level, student proficiency level, the appropriate standards addressed, and then present and model it to the class for feedback and suggestions. You may want to bring extra copies and share your work among the class between language groups for resources to use later. Revise this activity after receiving feedback from classmates and the instructor, and include this activity in your portfolio.
4. In groups, prepare a lesson plan focused on speaking, including a pre-speaking, speaking, and extension phase.
5. For your speaking lesson follow the criteria in exercise 3

#### **Otázky pro studenty:**

What problems have you experienced with listening as a language student? What lessons can you learn from this experience?

What is the mechanics of a process-based approach to teaching listening? How do the process-based techniques contribute to the teaching of listening? What is the downside?

#### **Návrh otázek do zápočtového testu:**

Describe the difference between process-oriented and product-oriented listening activities, their advantages and disadvantages. Outline in points a brief lesson plan that illustrates this difference.

#### **Přílohy**

Č. 1 – náhledy powerpointové prezentace

Handout for Task 2.

Handout with Scriveners task-feedback circle.

## Seminář č. 8 – výukový plán

Activity	1. Sharing ideas about listening in a foreign language		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To work with teacher beliefs regarding the teaching of EFL listening. To introduce some of the key concepts which will be later developed in the seminar.		
Description:	The students work in groups and share their answers to the pre-seminar questions. In the subsequent discussion they share their thoughts and formulate their basic beliefs.		
Descriptors:	I understand how teacher beliefs influence the way teaching can be carried out and how to work with teacher beliefs and various teaching myths.		
Props:	Creating a mind map. Pre-seminar questions on a slide.		
Literature:	None necessary		
Potential problems:	This ought to work smoothly. But it is essential to provide some feedback to any beliefs which are in conflict with contemporary teaching theories.		

Activity	2. What happens when we process spoken language		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To provide a brief introduction to the cognitive and psycholinguistic aspects of listening.		
Description:	The instructor delivers a brief lecture on the topics of cognitive and psycholinguistic aspects of listening so that the students understand the nature of this process and realize how our knowledge of this process can affect the teaching of the requisite micro- and macro-skills. The brief lecture is followed by a question-and-answer session. This is strongly linked to the previous seminar's topic of the teaching of pronunciation.		
Descriptors:	I can describe how the process of listening to a foreign language happens and understand the basics of how our knowledge of these processes influence teaching EFL listening.		
Props:	PowerPoint slides with a review of speech processing theories.		
Literature:	Field (2008)		
Potential problems:	The instructor needs to prepare a note-taking sheet which the students fill in while listening to the lecture.		

Activity	3. Introducing the key concepts for teaching EFL listening		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To work out and introduce the key concept for EFL listening		
Description:	Brainstorming the students' ideas about what the key concepts for teaching EFL listening are. Then a follow-up discussion with the instructor and making a final mind map.		
Descriptors:	I understand the key concepts for teaching EFL listening.		

Props:	Ideally online mind mapping software for greater clarity.
Literature:	Field (2009), Scrivener (2011), Harmer (2014)
Potential problems:	Lack of ideas as a result of the task being too abstract? Perhaps I need to provide some key directions along which they will be thinking about the task.

Activity	<b>4. What do EFL students find difficult when listening to English?</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To introduce some of the reasons why listening is a taxing task for EFL learners.		
Description:	Students work briefly in groups and share their experiences on this topic. These are then summarized in a class discussion.		
Descriptors:	I can provide several reasons why students find the skill of listening to foreign language difficult and explain how these are related to teaching.		
Props:	PowerPoint slides with a summary of key difficulties.		
Literature:	Nation and Newton (2009)		
Potential problems:	None expected. Perhaps not enough time.		

Activity	<b>5. Evaluating a traditional listening lesson plan</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To become aware of some weaknesses in the traditional approach to teaching listening.		
Description:	The students are presented with a sample lesson plan from Harmer and individually review it taking critical notes. These are then discussed in class. In the second step they are shown an improved version of the plan and follow the same procedure. Lastly, a discussion is initiated by the instructor with a view to establishing the validity of this activity and some key principles for adapting it into a meaningful listening task.		
Descriptors:	I can list and describe some of the weaknesses of the traditional paradigm of teaching listening and suggest how they might be improved.		
Props:	Samples of the two lesson plans on PowerPoint slides.		
Literature:	Harmer (2014)		
Potential problems:	This should be easy to accomplish and instructive. But the instructor has to bear in mind that the task should lead to the formulation of some key principles for exploiting and adapting such activities.		

Activity	<b>6. Good listening activities and Scrivener's task-feedback circle</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To introduce one of the key models for approaching the teaching of EFL listening in a process-based manner		
Description:	This is a brief lecture/discussion. Initially the students are given the handout with Scrivener's task-feedback circle. The students are given 2 minutes to survey it. Then a brief lecture combined with a discussion follows. The students should understand why the sequence of smaller tasks and repeated listening attempts is preferable for the development of listening fluency and accuracy.		

	The final discussion ends in elicitation of principles for good listening activities.
Descriptors:	I understand the basis of the process-based approach to the teaching of listening. I can describe the key features of effective listening activities.
Props:	Handout with Scriveners task-feedback circle.
Literature:	Scrivener (2011)
Potential problems:	This needs to be gone through quickly: the idea is simple and should not be over-extended otherwise the impact is reduced.

<b>Activity</b>	<b>7. Formulating basic guidelines for listening</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To identify key guidelines for teaching listening as an extension of the previous debate		
Description:	The students work in groups and try to write a list of guidelines for teaching listening. These guidelines are then shared in a class discussion and a final list is made.		
Descriptors:	I can formulate the kye principles for teaching EFL listening.		
Props:	PowerPoint with the instructor's version of the solved task. Mind map template for the in-class solution of the task.		
Literature:	Scrivener (2011)		
Potential problems:	To keep an eye on the time so that the activity does not take longer. 5 + 5 minutes for the groupwork and the discussion.		

<b>Activity</b>	<b>8. Types of listening</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To introduce the concept of different types of listening and the different purposes		
Description:	This is a lecture based on the slides. The instructor introduces different purposes for listening and the corresponding types of listening and explains their function the teaching of EFL listening.		
Descriptors:	I can identify different types of listening and understand their role in the teaching of EFL listening.		
Props:	PowerPoint slides with on overview of the different types of listening.		
Literature:	Field (2008)		
Potential problems:	Will the students be able to identify the different aims in the given time?		

<b>Activity</b>	<b>9. Genres of listening events and format of listening lessons</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	15 mins
Goal:	To introduce Field's theory of listening events and formats of listening lessons and how this theory provides the basis for effective lesson planning with the focus on listening		
Description:	This is a lecture in which the instructor uses Field's (2008) theory (on slides) and involves the students in a discussion of its advantages as opposed to the traditional approaches.		
Descriptors:	I can use different formats of lesson plans for the teaching of listening.		

Props:	PowerPoint slides with a summary of Field's (2008) recommendations.
Literature:	Field (2008)
Potential problems:	Too much teacher presence. Maybe this could be done as individual study time in the seminar or before it.

Activity	<b>10. Techniques for teaching intensive listening</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To introduce key techniques for teaching EFL listening		
Description:	<p>The following techniques are introduced, described and discussed with concrete examples:</p> <ul style="list-style-type: none"> <li>• dictation</li> <li>• elicited repetition</li> <li>• shadowing</li> <li>• word spotting</li> <li>• error spotting</li> <li>• grammar processing</li> <li>• translating/interpreting</li> </ul>		
Descriptors:	I can use a variety of techniques for teaching EFL listening.		
Props:	Samples with concrete tasks.		
Literature:	None		
Potential problems:	Quite a few techniques and limited time. This needs to be extremely well prepared beforehand so that the instructor does not need to improvise.		

Activity	<b>11. Learning the dictogloss technique from a video observation</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (microteaching)	Length:	15 mins
Goal:	To present a sequence of a dictogloss listening technique followed by a focus-on-forms lesson		
Description:	<p>The students view a video of a teacher using the dictogloss technique as a pre-activity for a grammar-based lesson. They are asked to identify the features of the technique and analyse the teacher's performance.</p> <p>The instructor then provides further information about dictogloss and the students try to perform the technique as microteaching using one the texts from Wajnryb's Grammar Dictation book.</p>		
Descriptors:	I can use dictogloss and am aware of how it can be varied to present texts through listening.		
Props:	The "garlic" text from Wajnryb's Grammar Dictation book.		
Literature:	Wajnryb, R. <i>Grammar Dictation</i>		
Potential problems:	Difficult to time the video activity.		

Activity	<b>12. Exploring dictation techniques</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (microteaching)	Length:	15 mins
Goal:	To introduce a variety of dictation techniques		

Description:	The instructor presents a succinct summary of the key principles in Davis Rinvolutri (1989). Afterwards, one of the students performs a short dictation exercise as micro-teaching. The activity is analysed.
Descriptors:	I can use a variety of dictation techniques and understand the key principles of using dictation effectively.
Props:	PowerPoint slides with a summary of Rinvolutri's dictation principles
Literature:	Davis & Rinvolutri (1989). <i>Dictation: New Methods, New Possibilities</i> . CUP
Potential problems:	Only a few minutes can be allocated to the presentation part. Then the dictation activity must be performed very quickly so that there is sufficient time for the feedback.

Activity	<b>13. Analyzing a good listening lesson plan</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	20 mins
Goal:	To explore samples of effective lesson plans and critically evaluate them.		
Description:	The students work in groups and are presented samples of good lesson plans focused on teaching listening. They evaluate the plans and discuss their strong features.		
Descriptors:	I can evaluate the strong and weak points of lesson plans for teaching EFL listening.		
Props:	Three lesson plans		
Literature:	None (a practical analysis activity)		
Potential problems:	The choice of three sufficiently dissimilar plans is crucial.		



## Seminář č. 9 – výukový plán

Activity	1. Analysing listening components of ELT coursebooks 1		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	15 mins
Goal:	To demonstrate how the teaching of listening is dealt with in contemporary textbooks		
Description:	This activity depends on the students' having completed the homework assignment (see above). The students work in groups and prepare a presentation of their coursebook (one per each group) focusing on how listening is covered in this textbook. They will take note of the different types of listening activities, explore whether listening strategies are dealt with and whether the book encourages the use of process-based techniques.		
Descriptors:	I can evaluate the listening component of a language coursebook.		
Props:	Copies of the units (from three coursebooks, each of the three groups deals with one volume of a coursebook, each student within each group analysed a different unit as homework assignment).		
Literature:	None (a practical coursebook evaluation task)		
Potential problems:	This needs to be well explained in the preceding seminar and clear instructions need to be given. The units are to be uploaded in the Moodle and clearly assigned to each student.		

Activity	2. Analysing listening components of ELT coursebooks 2		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	30 mins
Goal:	To provide an overview of how listening is taught in contemporary EFL coursebooks		
Description:	The groups from the previous activity present their coursebooks, describing the overall strategies used for the teaching of listening the types of activities and any other ideas they have about the coursebook. They also mention how much the design of the book facilitates lesson planning. Each group has 10 minutes for their presentations.		
Descriptors:	I can describe and critically evaluate the structure of a language coursebook with regard to how it teaches listening.		
Props:	Copies of the coursebooks as in the previous activity		
Literature:	None (a practical coursebook evaluation task)		
Potential problems:	The presentations must include the following key points: description of aims and corresponding techniques, evaluation of usability, identification of overall strategies which apply to the design of the listening component of the coursebook.		

Activity	<b>3. Video observation</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other (microteaching)	Length:	10 mins
Goal:	To illustrate techniques the teacher can use as a source of live listening. To present further practice in observing teachers.		
Description:	The students watch Allan's lesson (from Harmer DVD) noting down the techniques he uses and evaluating his performance.		
Descriptors:	I can describe the process of performing a live-listening task.		
Props:	None (a practical observation task)		
Literature:	None		
Potential problems:	This is a straightforward observation task. It's a good idea to watch the interview with the teacher as well.		

Activity	<b>4. Practising live listening techniques</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input checked="" type="checkbox"/> other (microteaching)	Length:	15 mins
Goal:	To practise the techniques shown in the video observation in the previous task (live listening)		
Description:	The students work in groups and prepare a short text for live listening and accompanying tasks for the learners. One of the groups then performs this as microteaching. The others quickly describe their designs,		
Descriptors:	I can design live listening activities.		
Props:	None		
Literature:	None (a practical teaching task)		
Potential problems:	Time, lack of ideas, perhaps assign this as preparation for the seminar.		

Activity	<b>5. Presenting apps and internet sources of listening</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	30 mins
Goal:	To present useful mobile apps and internet sources of listening texts.		
Description:	6 students (they need to be told in the previous seminar) present an app or internet source of their choice, describe how it's used, what it's strong and weak points are and how it supports lesson planning and how it can be used in lessons.		
Descriptors:	I can search for and use internet resources and mobile apps to teach listening.		
Props:	None		
Literature:	None (a practical presentation task)		
Potential problems:	It's a good idea for the instructor to approve the sources beforehand.		

<b>Seminář č. 10 &amp; 11 – syllabus</b>	
<b>Název v ČJ</b>	<b>Výuka slovní zásoby</b>
<b>Název v AJ</b>	<b>Teaching vocabulary</b>
<b>Smysl semináře:</b>	
<p>These two seminars introduce the topic of EFL vocabulary teaching, and they recognize the central role vocabulary has in language learning. The principles introduced here follow especially the recommendations of Nation (2013) and Webb &amp; Nation (2017), and work with the concept of the four strands of well-balanced language courses, i.e., meaning-based input, meaning based output, form-focused instruction, and fluency development. The approaches recommended here are strongly informed by frequency research (e.g., Nation 2013) and the research of core vocabulary (Gardner 2013). It incorporates research-based teaching principles as described in these publications.</p> <p>The reasons for introducing the topic at this stage in the course are as follows:</p> <ul style="list-style-type: none"> <li>– the topic logically follows the work done in the previous four seminars on pronunciation and listening;</li> <li>– the course sees the topic of vocabulary as central to language teaching and hence it requires the trainees to have already completed some training in the use of basic language-teaching techniques. Consequently, it is scheduled to be taught towards the end of the term and not right at the beginning.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The aim of these two seminars is to present the basic methodological approaches applicable to teaching English vocabulary in close connection with research in this field. The seminar presents the basic techniques for teaching vocabulary in relation to the learner variables (see seminar 2) and to the competences contained in the Common European Framework of Reference (see seminar 3). The seminar will also present relevant research in the field of vocabulary acquisition and teaching and how this research is reflected in the development of materials and teaching practices.</p>	
<b>Získané způsobilosti:</b>	
<p>Students will understand the principles of EFL vocabulary teaching. They will learn to select appropriate techniques for teaching vocabulary. They will learn where to find resources for vocabulary instruction. They will learn the basic techniques for teaching vocabulary and the principles of vocabulary acquisition, and they will learn how to use other resources from which to draw these techniques and procedures. They will have a thorough understanding of both the content of vocabulary teaching (i.e., what to teach) and the influence of variables (age, level, mother tongue, etc.). They will learn to take into account the teaching context, the needs of the learners and their objectives, in line with (but not limited to) the Common European Framework of Reference. They will learn how they can apply current research findings in this field and where they can draw information from to do so.</p>	
<b>Seznam klíčových témat:</b>	
<p>Vocabulary selection (Nation 2013, Gardner 2013)  Vocabulary teaching, presentation and recycling techniques (Nation 2013, Gardner 2013, Schmitt &amp; Schmitt 2020)  Lexical profiles (Nation 2013)  Lexis and SERR (Common European Framework of Reference, 2018)  Lexis acquisition (Nation 2013; Coady &amp; Huckin 1997)  Research into vocabulary teaching (Schmitt 2010; Schmitt &amp; Schmitt 2013)  Vocabulary teaching materials - their use and adaptation (Schmitt &amp; Schmitt 2013)  Vocabulary testing (Read 2000)</p>	

**Splněné sebehodnotící deskriptory (výčet):**

AJ 2.1.1, AJ 2.1.2, AJ 2.1.3, AJ 2.1.4, AJ 2.1.5, AJ 2.1.6, AJ 2.1.7, AJ 2.1.8, AJ 2.1.9, AJ 2.1.10, AJ 2.1.11, AJ 2.1.12, AJ 2.1.13;  
AJ 2.2.1, AJ 2.2.2, AJ 2.2.3, AJ 2.2.4, AJ 2.2.5, AJ 2.2.6;  
AJ 2.3.1, AJ 2.3.2, AJ 2.3.3;  
AJ 2.4.1, AJ 2.4.2, AJ 2.4.3, AJ 2.4.4, AJ 2.4.5, AJ 2.4.6, AJ 2.4.7;  
AJ 2.5.1;  
AJ 2.6.1, AJ 2.6.2, AJ 2.6.3, AJ 2.6.4.

**Příprava na semináře – zadání pro studenty:****Preparation for Seminar 1****1) Pre-seminar questions**

Do you think learners acquire vocabulary more effectively through incidental learning or through explicit instruction?

What opportunities do learners have to acquire vocabulary through incidental learning?

How useful do you think bilingual word lists are in learning new vocabulary? What other strategies can learners use to help learn important words?

Why do you think learners forget many of the words they encounter or study in their course materials? How can the rate of retention of vocabulary be increased?

What are your own favourite ways of learning vocabulary?

What vocabulary do you find difficult to learn? Why? How do you cope with the difficulties?

**2) Micro-teaching**

Two students are asked to prepare a short 10-15-minute microteaching session focusing on vocabulary teaching.

**Preparation for Seminar 2****1) Pre-seminar questions**

What do you think are some of the strategies employed by a learner who is a "good vocabulary learner"?

Do you think textbooks provide sufficient support for vocabulary learning? How could further support be provided?

In what ways can learners accelerate the rate at which they learn vocabulary?

For languages you have learned, what strategies have you found helpful in learning new vocabulary?

What role do you think dictionaries can play in assisting vocabulary development? How do you use dictionaries in your teaching?

2) Analyze a few sample units as assigned in the Moodle and complete the following tasks:

- How far is vocabulary learning interconnected with the teaching of the four skills?
- Does the book support incidental as well as deliberate vocabulary learning?
- Is it possible to identify and principles determining how vocabulary learning activities are chosen and in what order they are introduced?
- How do you see the usefulness of the words introduced? Which words does the book focus on? Do you approve of the choice? Why (not)?

**Seznam povinné četby pro studenty:**

Nation, P. (2012). Vocabulary Acquisition in Second Language Acquisition. In The Encyclopedia of Applied Linguistics. Blackwell Publishing Ltd.

Nation's "Vocabulary Program for Second or Foreign LearnersSoubor" from Concise Encyclopedia of Applied Linguistics	
<b>Seznam rozšiřující četby pro studenty:</b>	
Milton, J., & Donzelli, G. (n.d.). The lexicon. In J. Herschensohn & M. Young-Scholten (Eds.), <i>The Cambridge Handbook of Second Language Acquisition</i> (pp. 441–460). Cambridge University Press.	
<b>Odkazy na internetové a mobilní zdroje:</b>	
Memrise – app Quizlet – app Anki – app Busuu – app	
<b>Seznam literatury instruktora:</b>	
Coady, J. & Huckin, T. (1997). <i>Second language vocabulary acquisition: a rationale for pedagogy</i> . Cambridge New York: Cambridge University Press. Gardner, D. (2013). <i>Exploring vocabulary</i> . Routledge. Jarvis, S. & Daller, H. (2013). <i>Vocabulary knowledge: human ratings and automated measures</i> . Amsterdam: John Benjamins Publishing Company. Nation, I. (2013). <i>Learning vocabulary in another language</i> . Cambridge: Cambridge University Press. Nation, I. S. P., & Webb, S. (2011). <i>Researching and analyzing vocabulary</i> . Boston, MA: Heinle Cengage. Read, J. (2000). <i>Assessing vocabulary</i> . Cambridge, England: Cambridge University Press. Schmitt, N. & Schmitt, D. (2020). <i>Vocabulary in language teaching</i> . Cambridge, England: Cambridge University Press. Thornbury, S. (2002). <i>How to teach vocabulary</i> . Longman. Webb, S. & Nation, I. (2017). <i>How vocabulary is learned</i> . Oxford: Oxford University Press.	
<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	<a href="https://dl1.cuni.cz/mod/folder/view.php?id=428155">https://dl1.cuni.cz/mod/folder/view.php?id=428155</a>
<b>Forma plnění deskriptorů</b>	
<b>Číslo a název deskriptoru:</b>	<b>Forma plnění deskriptoru:</b>
2.1.1 Dokáže formulovat základní koncepty akvizice slovní zásoby cizího jazyka.	ze semináře didaktické propedeutiky + samostudium (opakování)
2.1.2 Detailně znám deskriptory SERR týkající se slovní zásoby.	samostudium (v Moodle jsou vybrané pasáže) - příprava na seminář
2.1.3 Detailně znám deskriptory RVP týkající se slovní zásoby.	samostudium (v Moodle jsou vybrané pasáže) - příprava na seminář
2.1.4 Dokáže vyhodnotit vliv žákovských proměnných na výuku slovní zásoby.	v návaznosti na seminář 2 výklad v semináři
2.1.5 Dokáže aplikovat znalosti z lexikologie a lexikální sémantiky při výuce slovní zásoby.	vlastní zkušenosti v návaznosti na povinné semináře lexikologie samostudium
2.1.6 Mám přehled o literatuře věnující se metodice výuky slovní zásoby.	viz seznam v Moodle
2.1.7 Mám přehled o základních učebnicích pro výuku, lecture a procvičování slovní zásoby.	viz seznam v Moodle

2.1.8 Uvědomuji si, jaké jsou rozdíly ve slovní zásobě psané a mluvené variety jazyka, který vyučuji, a zohlednit to při výuce.	diskuse v semináři, vlastní zkušenosti v návaznosti na povinné semináře na ústavu
2.1.9 Rozumím roli kontextu při prezentaci a procvičování slovní zásoby.	výklad v semináři
2.1.10 Rozumím roli diskurzu při prezentaci a procvičování slovní zásoby.	výklad v semináři
2.1.11 Rozumím, proč mají při výuce slovní zásoby klíčovou roli význam a funkce.	výklad v semináři
2.1.12 Umím pracovat s lexikálními profily popisujícími znalost slovní zásoby na jednotlivých úrovních pokročilosti (např. v English Vocabulary Profile), jsou-li tyto informace pro jazyk, který vyučuji, dostupné.	výklad v semináři vlastní práce s příslušnou webovou aplikací (jako domácí úkol mezi 1. a 2. seminářem k tématu)
2.1.13 Umím pracovat s Essential Word List a Academic Word List.	vlastní obeznámení se s těmito zdroji
2.2.1 Dokážu integrovat slovní zásobu do výuky řečových dovedností.	výklad v semináři dále rozvíjeno v seminářích letního semestru, které se zaměřují na jednotlivé řečové dovednosti
2.2.2 Dokážu propojit výuku slovní zásoby s relevantními aspekty výslovnosti.	výklad v semináři a v návaznosti na seminář k výslovnosti (semináře 6 & 7)
2.2.3 Dokážu odůvodněně volit, jakou slovní zásobu vyučovat a v jaké sekvenci.	výklad v semináři
2.2.4 Dokážu začleňovat již probranou slovní zásobu do další výuky.	výklad v semináři
2.2.5 Dokážu navrhnout vlastní materiály pro prezentaci a procvičování slovní zásoby.	výklad v semináři
2.2.6 Dokážu upravit slovní zásobu ve vybraných materiálech dle jazykové úrovně svých žáků.	výklad v semináři
2.3.1 Dokážu použít různé prezentační techniky a volit je s ohledem na charakteristiky žáka či dané skupiny.	výklad a nácvik v semináři
2.3.2 Dokážu rozhodnout, kdy při výuce slovní zásoby použít mateřský jazyk, a rozhodnutí zdůvodnit.	výklad v semináři
2.3.3 Dokážu rozhodnout, kdy při výuce slovní zásoby použít metajazyk, a rozhodnutí zdůvodnit.	výklad v semináři
2.4.1 Dokážu při výuce slovní zásoby zohlednit potřeby studentů.	výklad v semináři
2.4.2 Dokážu využít aktivizační techniky při výuce slovní zásoby.	výklad a nácvik v semináři samostudium
2.4.3 Dokážu využít techniky skupinové, párové a individuální práce při výuce slovní zásoby.	výklad a nácvik v semináři
2.4.4 Dokážu zvolit a doporučit vhodné žákovské strategie pro učení se slovní zásobě.	výklad v semináři
2.4.5 Dokážu použít různé techniky procvičování slovní zásoby.	výklad v semináři
2.4.6 Dokážu při výuce slovní zásoby využít moderních technologií.	výklad v semináři samostudium v návaznosti na seminář 11 & 12
2.4.7 Dokážu využít jazykové korpusy pro účely výuky slovní zásoby.	samostudium v návaznosti na korpusové kurzy na ústavu

2.5.1 Dokáží připravit a vyhodnotit test ze slovní zásoby.	lecture v semináři specializovaný seminář v LS
2.6.1 Ovládám řadu technik opravování lexikálních chyb v žákovském projevu.	výklad a nácvik v semináři
2.6.2 Dokáží hodnotit pokrok v akvizici slovní zásoby žáků a přizpůsobovat tomu výuku.	výklad v semináři
2.6.3 Dokáží vést žáky k tomu, aby využívali SERR a EJP jako prostředek sebehodnocení.	výklad v semináři
2.6.4 Dokáží využít SERR a EJP jako prostředek hodnocení pokroku svých žáků.	výklad v semináři
<b>Zadání úkolů do portfolio:</b>	
Choose three techniques to use when teaching English vocabulary. Describe the principles on which they are based, their aims and how they can be used in teaching.	
<b>Otázky pro studenty:</b>	
How did you learn vocabulary yourself? Based on this, what would you recommend to your students?	
<b>Návrh otázek do zápočtového testu:</b>	
What is the principle of space repetition? Suggest ways of incorporating it into the EFL classroom.	
<b>Přílohy</b>	
Č. 1 – náhledy powerpointové presentation	

## Seminář č. 10 – výukový plán

Activity	<b>1. Let's try and teach vocabulary.</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input type="checkbox"/> other	Length:	20 min.
Goal:	To activate and motivate the students. To illustrate some creative approaches to vocabulary teaching. To provide space to try out various techniques.		
Description:	<p>Students will be given a few minutes to prepare. They are then to teach three words: <i>heavy</i>, <i>banana</i>, <i>prefer</i>. They have to prepare a short performance. The instructor chooses 3 different students, each introduce one word, then we give feedback.</p> <p>Feedback is given right afterwards by the students and the instructor. Attention is to be paid to the clarity of the presentation and also to the efficiency with regard to the time needed. Here it might be essential to point out that no particularly sophisticated presentation is necessary for the word <i>banana</i> as it is a cognate. What does need attention here is the pronunciation rather than the meaning. Similarly, <i>prefer</i> is a cognate and it is important that this link is pointed out when the meaning is presented.</p>		
Descriptors:	I can choose basic vocabulary presentation techniques depending on the characteristics of the vocabulary I teach.		
Props:	None needed.		
Literature:	None (a practical teaching task)		
Potential problems:	It's good to allow some space for the discussion of how the presentation of vocabulary depend on the learner variables as well.		

Activity	<b>2. Sharing experience with being taught vocabulary at Czech schools</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	10
Goal:	To share experience from various language courses of how vocabulary was/is taught. To point out the strong and weak points of these approaches.		
Description:	<p>In groups of 3-5 students, students share their high school vocabulary learning experiences. The groups then summarize their experiences, and a general hypothesis is made about the ways vocabulary is taught in Czech English classrooms. The hypothesis is that vocabulary teaching is haphazard, unsystematic, and teachers do not pay much attention to it.</p> <p>The instructor provides feedback and shares experiences from observations. A mind map is created of the key points.</p>		
Descriptors:	I can identify strong and weak points of vocabulary teaching approaches.		
Props:	Mind mapping software		
Literature:	Webb & Nation (2016)		
Potential problems:	If there are international students, we'll have to allow space for comparing their experience with that of the local students.		



Activity	<b>3. Dimensions of vocabulary knowledge</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	5
Goal:	To enable students to apply their knowledge from lexicology seminars. To highlight areas that the teacher needs to include in his/her teaching.		
Description:	1) Students individually write down what they consider to be the various dimensions of vocabulary knowledge. (2 mins) 2) Then the ideas are shared together in a class discussion and a mind map is drawn. (It is also possible to use Mentimeter for this activity and create a Mentimeter wordcloud which would take into account the frequency of the various answers.)		
Descriptors:	I can list the various dimensions of vocabulary knowledge and relate them to language proficiency.		
Props:	Mind mapping software (possibly also Mentimeter wordcloud).		
Literature:	Nation (2013)		
Potential problems:	The instruction must be very clear so that the students understand what is meant by vocabulary dimensions. At the same time, we do not want to give too many examples.		

Activity	<b>4. Dimensions of vocabulary knowledge</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	10
Goal:	To draw attention to the issue of the content of vocabulary teaching.		
Description:	Lecture based on Nation's list of vocabulary dimensions.		
Descriptors:	I am aware of how different vocabulary dimension are related to vocabulary teaching and also of how this is affected by different levels of proficiency.		
Props:	PowerPoint slides		
Literature:	Nation (2013)		
Potential problems:	The lecture must be accompanied by plenty of examples using concrete and well selected lexical items.		

Activity	<b>5. Key research findings related to vocabulary teaching</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	20
Goal:	To introduce the development of approaches to teaching vocabulary. To introduce research approaches and research findings in this area.		
Description:	Lecture		
Descriptors:	I am familiar with some key trends in teaching vocabulary research and see how they form contemporary approaches to vocabulary teaching. The students write down some key points and create their own mind maps.		
Props:	PowerPoint slides with an overview of the key research areas and findings		
Literature:	Laufer (2009)		
Potential problems:	It is essential to ask the students to create their own mind maps while listening to the lecture.		

Activity	<b>6. Presenting practical examples</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	15

Goal:	Introduce ideas on how research-based theories can be linked to practice in vocabulary teaching.
Description:	The instructor presents a selection of practical research-based techniques which are based on the research presented in the previous activity. The techniques include: word box, vocabulary notebooks, vocabulary cards, recycling, short intro test techniques, learning strategies.
Descriptors:	I can use various learning strategies and recommend these to my student and/or encourage their use in the EFL classroom.
Props:	PowerPoint slides
Literature:	Nation (2013)
Potential problems:	As this is intended to be a lecture, it is essential to provide some good visual input and ask the Ss to suggest further ideas of how these techniques could be used.

Activity	<b>7. Learning from observation</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> other (viewing and analysis of video examples)	Length:	10
Goal:	To demonstrate various vocabulary teaching techniques using instructional videos.		
Description:	The students watch a video (Scrivener 12) illustrating various vocabulary teaching techniques and critically evaluate them. They are to pay attention to the clarity and efficiency of the teacher's performance and make a list of all strong and weak points of this presentation.		
Descriptors:	I can evaluate the strong and weak points of various vocabulary teaching techniques.		
Props:	Scrivener no. 12		
Literature:	None (a practical observation task)		
Potential problems:	There is just about enough time (given the length of the video) to carry out the analysis but the timing has to be carefully monitored by the instructor.		

Activity	<b>8. Micro-teaching</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> other (mikrovyučování)	Length:	45
Goal:	To create space for practical teaching and opportunities for feedback		
Description:	2 micro-teaching slots (independent of each other) Two students deliver microteaching focusing on vocabulary The sessions are followed by analysis and feedback provided initially by their peers and then by the instructor.		
Descriptors:	I can prepare and teach a short lesson focusing on vocabulary. I can observe, evaluate and provide feedback of vocabulary teaching.		
Props:	As required by the micro-teachers		
Literature:	None (a practical teaching task)		
Potential problems:	It is essential to instruct the students well in the preceding weeks and distribute some good vocabulary recipe books they can choose from.		

## Seminář č. 11 – výukový plán

Activity	<b>1. What does a good vocabulary teacher do? What does a good vocabulary student do?</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> other (follow-up discussion)	Length:	15
Goal:	To review the key concepts from the last seminar. To prepare the ground for a discussion of teachers' roles and activities while teaching vocabulary.		
Description:	Group activity. 3 groups make a list of everything a good vocabulary teacher should do. One group focuses on what a good vocabulary student should do. Followed by a debate and creating a mind map.		
Descriptors:	I can use a variety of roles when teaching English vocabulary. I can recommend what roles the learners should take on.		
Props:	Mind mapping software.		
Literature:	Nation (2013), Webb & Nation (2017)		
Potential problems:	The activities need to be monitored so that the students keep to task. If the group is uncooperative, extra questions need to be provided.		

Activity	<b>2. Teachers' roles in teaching vocabulary</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	20
Goal:	To introduce Nation's concept of teacher's role in vocabulary teaching and suitable resources.		
Description:	We work with the following list of roles recommended by Nation. For each of the following roles I add a short commentary and present the materials and idea for the activity. The students make their own suggestions. 1. Select the words to be learned 2. Raise awareness of the vocabulary learning programme 3. Teach words deliberately 4. Choose materials containing target vocabulary 5. Design activities to create opportunities for vocabulary use 6. Include fluency development activities 7. Measure progress 8. Train students in learning strategies 9. Evaluate and modify		
Descriptors:	I can list and explain the characteristics of the various roles a language teacher has when teaching vocabulary.		
Props:	Nation's list of roles. References to internet resources.		
Literature:	Webb & Nation (2016)		
Potential problems:	This is a tight fit as some of the ideas (e. g., criteria for selecting words) are rather big. The danger here is that this is too teacher centred. Perhaps this could be given to the students to study at home and then discussed in class.		

Activity	<b>3. Students' roles</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	10
Goal:	To summarize students' roles in vocabulary classes.		

Description:	The students work in groups and make their own list of roles for the students. Then a follow-up lecture focuses on the following roles and ways in which the teacher can help: 1. Deliberately learn words inside and outside the classroom 2. Encounter the target language outside the classroom 3. Use the target language
Descriptors:	I can help my students with basic vocabulary learning strategies
Props:	PowerPoint presentation
Literature:	Webb Nation (2016)
Potential problems:	As above, if the text is provided for home study, the debate might work better. And yet, the working out of the rules for each of the points is valuable.

Activity	<b>4. Elicitation techniques – watching a film</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> other (observation – video)	Length:	15
Goal:	To present the technique of guided discovery for vocabulary (as an example of elicitation) To receive further practice in observing teachers		
Description:	The students watch a video (Scrivener 20 – Guided discovery). Students observe, notice and evaluate the techniques used by the teacher. There is ongoing analysis and discussion.		
Descriptors:	I can describe and employ the technique of guided discovery for vocabulary elicitation and exploitation of the elicited vocabulary.		
Props:	Video Scrivener 20 – Guided discovery		
Literature:	None (a practical observation task)		
Potential problems:	This is a good example of integrating vocabulary and grammar and this point ought not to be missed during the analysis.		

Activity	<b>5. Useful techniques</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input checked="" type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> other	Length:	10
Goal:	To introduce a selection of useful vocabulary teaching techniques		
Description:	I will introduce some practical activities for teaching vocabulary and connect these to the principles of teaching and acquisition. (see handout)		
Descriptors:	I can use a selection of simple vocabulary teaching activities.		
Props:	Handout with vocab teaching techniques		
Literature:	Thornbury (2002), Schmitt, N. & Schmitt, D. (2020)		
Potential problems:	The success here depends very much on the selection of good techniques. It's a good idea to use some ICT ones as well.		

Activity	<b>6. Evaluating the vocabulary component of a coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input type="checkbox"/> other	Length:	20 minutes
Goal:	To realize how vocabulary is presented in a language coursebook		
Description:	The students work in groups discussing the observations they made as part of their homework assignment. They were asked to review in three groups three different language coursebooks and evaluate the vocabulary component, focusing on the following aspects:		

	<p>1) How far is vocabulary learning interconnected with the teaching of the four skills?</p> <p>2) Does the book support incidental as well as deliberate vocabulary learning?</p> <p>3) Is it possible to identify and principles determining how vocabulary learning activities are chosen and in what order they are introduced?</p> <p>4) How do you see the usefulness of the words introduced? Which words does the book focus on? Do you approve of the choice? Why (not)?</p> <p>Once this has been done the groups present their coursebooks and try to answer and compare the questions they were to focus on in their preparation for the seminar.</p>
Descriptors:	I can evaluate the vocabulary component of a language coursebook.
Props:	Copies of the units (from three coursebooks, each of the three groups deals with one volume of a coursebook, each student within each group analysed a different unit as homework assignment).
Literature:	Sample units from Navigate, Insight, Face2face
Potential problems:	It is essential that the students prepare this very well at home. They need to be sent the copies at least a week ahead of time.

<b>Seminář č. 12 – syllabus</b>	
<b>Název v ČJ</b>	<b>Beseda s učiteli angličtiny</b>
<b>Název v AJ</b>	<b>Meeting real EFL teachers</b>
<b>Smysl semináře:</b>	
Pregraduate teacher-training ought to offer as many opportunities as possible for connecting teacher-training with various forms of experiencing real practice. This may happen through simulations (such as microteaching), observing videoed lessons, observing real lessons, peer-teaching, teaching practicum or through discussions with practising teachers.	
<b>Cíle semináře:</b>	
The aim of this seminar is to provide an opportunity to discuss the topics which have been introduced so far in the course with practising teachers. This ought to bring in line the students developing teacher beliefs with real life experience. The students are required to prepare questions for the visiting teachers and the seminar thus presents an opportunity to revisit and reflect upon the themes and topics introduced in the previous seminars.	
<b>Získané způsobilosti:</b>	
The students will gain an insight into real life practice and experience. They will learn to reflect upon their theoretical knowledge and competences acquired so far and work actively with their own teacher beliefs.	
<b>Seznam klíčových témat:</b>	
Reflecting contemporary roles of English Role of the teacher in the language classroom Differentiation and individualisation – learner variables in practice Working with and within curricula Lesson planning Working with coursebooks Using ICT Teaching pronunciation Teaching listening Teaching vocabulary	
<b>Splnění sebehodnotící deskriptory (výčet):</b>	
N/A	
<b>Příprava na seminář – zadání pro studenty:</b>	
Our seminar will be visited by two practising teachers. Go through the topics introduced this term and prepare questions related to them. Submit these questions in the online forum at least one week before the seminar. The questions will be sent to teachers who will come to discuss them with us in class. Prepare for the discussion by thinking about the practical application of what we have learnt so far and what might perhaps not be clear to you.	
<b>Seznam povinné četby pro studenty:</b>	
N/A	
<b>Seznam rozšiřující četby pro studenty:</b>	
N/A	
<b>Odkazy na internetové a mobilní zdroje:</b>	
N/A	
<b>Seznam literatury instruktora:</b>	
N/A	

<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>	N/A	
<b>Forma plnění deskriptorů</b>		
<b>Číslo a název deskriptoru:</b>	<b>Forma plnění deskriptoru:</b>	
N/A		
<b>Zadání úkolů do portfolia:</b>		
Write a reflective essay based on the experience of discussing the seminar topics with real teachers. Did you discover any surprises? Try to summarize what you have learnt for your own teacher development.		
<b>Otázky pro studenty:</b>		
N/A		
<b>Návrh otázek do zápočtového testu:</b>		
N/A		
<b>Přílohy</b>		
N/A		

## Seminář č. 12 – výukový plán

Activity	1. Focusing on the ELT participants		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	45 mins
Goal:	To survey the topics of the course which have been covered so far and relate to the ELT participants, learners and teachers.		
Description:	The students engage in a discussion of the following topics: Role of the teacher in the language classroom, Differentiation and individualisation – learner variables in practice. Selected questions which the students prepared asked in the forum a week before the seminar will be asked and discussed.		
Descriptors:	I can reflect my own learning and teaching experience and my own beliefs in confrontation with the experience of practising teachers.		
Props:	Questions in the forum, two or three practising teachers		
Literature:	None		
Potential problems:	Lack of time. A good selection of the questions is essential.		

Activity	2. Focusing on the official aspects of teaching English at Czech schools		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	45 mins
Goal:	To survey the topics of the course which have been covered so far and relate to the official aspect of ELT at Czech schools.		
Description:	The students engage in a discussion of the following topics: Reflecting contemporary roles of English Working with and within curricula Lesson planning Working with coursebooks Using ICT Selected questions which the students prepared asked in the forum a week before the seminar will be asked and discussed.		
Descriptors:	I can reflect my own learning and teaching experience and my own beliefs in confrontation with the experience of practising teachers.		
Props:	Questions in the forum, two or three practising teachers		
Literature:	None		
Potential problems:	Lack of time. A good selection of the questions is essential.		

Activity	3. Discussing components of language classes with the teacher		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	45 mins
Goal:	To survey the topics of the course which have been covered so far and relate to the ELT participants, learners and teachers.		
Description:	The students engage in a discussion of the following topics: Teaching pronunciation		



	Teaching listening Teaching vocabulary Selected questions which the students prepared asked in the forum a week before the seminar will be asked and discussed.
Descriptors:	I can reflect my own learning and teaching experience and my own beliefs in confrontation with the experience of practising teachers.
Props:	Questions in the forum, two or three practising teachers
Literature:	None
Potential problems:	Lack of time. A good selection of the questions is essential.

<b>Seminář č. 13 – syllabus</b>	
<b>Název v ČJ</b>	<b>Učebnice angličtiny 2 – Vyučování výslovnosti, poslechu a slovní zásoby s použitím učebnic</b>
<b>Název v AJ</b>	<b>ELT coursebooks 2 – Teaching pronunciation, listening and vocabulary using coursebooks</b>
<b>Smysl semináře:</b>	
<p>The seminar is a sequel to Seminar 4 in which coursebooks and ways of working with them were introduced for the first time primarily as a means to efficient lesson planning and efficient time management. At the same time, it reinforces the topics developed in seminars 6 and 7 (Teaching pronunciation), 8 and 9 (Teaching listening) and 10 and 11 (Teaching vocabulary). It does so by providing concrete hands-on activities in which students analyse coursebook sections dedicated to pronunciation, listening and vocabulary and learn to teach and make lesson plans with them. The reasons for introducing this seminar at this stage of the course are as follows:</p> <ul style="list-style-type: none"> <li>– the topic is a sequel and an essential extension of the topic introduced in Seminar 4 on teaching with coursebooks;</li> <li>– the topic provides a summary of the three thematic blocks dedicated to the teaching of pronunciation, listening and vocabulary by developing the teaching strategies necessary for teaching these ELT areas;</li> <li>– it provides the ground for microteaching practice in working with coursebook materials;</li> <li>– it comes right at the end of the term as it provides a suitable conclusion to the term by being highly practical and not adding any new theoretical knowledge and components;</li> <li>– it further prepares the ground for activities and topics in the summer term;</li> <li>– it promotes a deeper understanding of a typical example of modern ELT coursebooks and prepares the young teachers for effective use of language coursebooks.</li> </ul>	
<b>Cíle semináře:</b>	
<p>The seminar aims to develop the following areas:</p> <ul style="list-style-type: none"> <li>– effective preparation of lesson plans in close connection with coursebook materials for pronunciation, vocabulary and listening;</li> <li>– evaluation of coursebook activities and materials;</li> <li>– introducing and practising a range of techniques usable when using coursebooks to teach pronunciation, listening and vocabulary;</li> <li>– becoming more deeply acquainted with the structure and the corresponding ways of deployment of language coursebooks as essential tools for effective lesson planning;</li> <li>– developing effective and time-efficient ways of lesson planning using coursebooks.</li> </ul>	
<b>Získané způsobilosti:</b>	
<p>Students will be able to prepare effective lesson plans which involve the teaching of pronunciation, listening and vocabulary.</p> <p>Students will be able to evaluate quickly and efficiently the structure, format and range of typical coursebook tasks for teaching pronunciation, listening and vocabulary.</p> <p>Students will be able to give effective instructions for these tasks.</p> <p>Students will be able to estimate the time requirements necessary for different types of coursebook activities.</p> <p>Students will learn to analyze lesson plans and use an assessment checklist to evaluate their quality.</p>	
<b>Seznam klíčových témat:</b>	<b>Literatura k těmto tématům:</b>
<ol style="list-style-type: none"> <li>1) Lesson plans in ELT.</li> <li>2) Aims and objectives for EFL lessons.</li> <li>3) Types of lesson plans, their advantages and disadvantages.</li> <li>4) Techniques of working with language textbooks.</li> </ol>	<ol style="list-style-type: none"> <li>1) Gower et al. (1995), Masuhara &amp; Tomlinson (2008), Woodward (2001)</li> <li>2) Gower et al. (1995), Woodward (2001)</li> <li>3) Woodward (2001)</li> <li>4) McGrath (2013), Tomlinson (2003, 2012)</li> <li>5) Harwood (2013), McDonough et al. (2013)</li> </ol>

5) Structure of language textbooks. 6) Creating lesson plans.	6) Gower et al. (1995), Woodward (2001)	
<b>Splněné sebehodnotící deskriptory (výčet):</b>		
1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2		
<b>Příprava na seminář – zadání pro studenty:</b>		
1) Go through the lesson plan posted in the Moodle (see Appendix) for a vocabulary lesson. Identify its parts, aims and goals and the way everything the components are arranged and described. Evaluate the lesson plan using the checklist on page three. Prepare to discuss the lesson plan in class mentioning its strong and weak points and any other points you consider worth commenting upon. 2) Familiarize yourself with the coursebook samples posted in the Moodle as a preparation for the coursebook analysis tasks.		
<b>Seznam povinné četby pro studenty:</b>		
None for this week		
<b>Seznam rozšiřující četby pro studenty:</b>		
None for this week		
<b>Odkazy na internetové a mobilní zdroje:</b>		
N/A		
<b>Seznam literatury instruktora:</b>		
Harwood, N. (Ed.). (2013). English language teaching textbooks: Content, consumption, production. Palgrave Macmillan. McDonough, J., Shaw, C., & Masuhara, H. (2013). Materials and methods in ELT. Wiley-Blackwell. McGrath, I. (2013). Teaching materials and the roles of EFL/ESL teachers: Practice and theory. Bloomsbury. Mishan, F., & Chambers, A. (Eds.). (2010). Perspectives on language learning materials development. Peter Lang. Tomlinson, B. (2003). Developing materials for language teaching. Bloomsbury. Tomlinson, B. (2012). Materials development for language learning and teaching. Language Teaching, 45, 143–79. Woodward, T. (2001). Planning lessons and courses. Cambridge: Cambridge University Press.		
<b>Odkaz na powerpointovou prezentaci s přednáškou:</b>		
<b>Zadání úkolů do portfolia:</b>		
1) Using the internet, find and evaluate a lesson plan using the checklist provided in the seminar. 2) Produce a lesson plan focusing on one of the three areas (pronunciation, listening and vocabulary) ideally one which combines all three. Using the checklist for evaluating lesson plans try to describe how your lesson plan complies with the recommendations.		
<b>Otázky pro studenty:</b>		
In what ways can coursebooks help you with teaching pronunciation, listening and vocabulary? Which of the task types used in them do you like and which not? Why? Which activities do you consider important and which would you omit. What are the reasons?		
<b>Návrh otázek do zápočtového testu:</b>		
What are the principles of integrated lesson plans? Give a brief example. How can you integrate pronunciation with the teaching of listening and vocabulary?		
<b>Přílohy</b>		
Handout with a sample lesson plan and corresponding activity sheet		
Handout with a checklist for evaluating lesson plans		

## Seminář č. 13 – výukový plan

Activity	1. Analysing a lesson plan for teaching vocabulary – comparing notes		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input checked="" type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To learn to analyse a lesson plan and identify the aims of its components and its structure.		
Description:	<p><b>Homework preparation:</b> The students were asked to go through a lesson plan for a vocabulary lesson, and to identify its parts, aims and goals and the way everything is described and evaluate it using a printed checklist. They were asked to prepare to discuss the lesson plan in class mentioning its strong and weak points.</p> <p><b>In class:</b> Working in groups of 3–4, the students are to discuss the components, arrangement and qualities of the provided lesson plan and share their thoughts regarding their observations and evaluations.</p>		
Descriptors:	<p>I can describe a structure of a lesson plan and its components.</p> <p>I can identify the aims and objectives specified in a lesson plan.</p> <p>I can provide an impressionistic evaluation of a lesson plan based on my learning and teaching experience.</p>		
Props:	The lesson plan and a checklist for lesson-plan evaluation.		
Literature:	None (a practical task)		
Potential problems:	The task is clear, easy and manageable. No problems are expected.		

Activity	2. Analysing a lesson plan for teaching vocabulary – discussion & theory		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	15 mins
Goal:	To identify key components of official lesson plans and to learn to evaluate lesson plans. The students learn to evaluate the balance of activities in a lesson plan.		
Description:	<p>Following the previous activity, the students and the instructor discuss the qualities of the presented lesson plan. The instructor specifically mentions the way the goals are formulated and how the timing and interaction patterns are recorded and to what purpose (e.g. balance of interaction patterns).</p> <p>Then we answer the questions from the checklist and justify them.</p>		
Descriptors:	<p>I can analyse a lesson plan using the provided checklist.</p> <p>I am aware of the time constraints connected to the lesson plan and what it involves to keep up with it.</p>		
Props:	The lesson plan and checklist from the previous activity.		
Literature:	None (a practical task)		
Potential problems:	This needs to be well controlled by the instructor so that the discussion does not take too long and the key components are identified and discussed in detail.		

Activity	3. Textbook analysis – Can you work with it the way it is?		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input type="checkbox"/> discussion <input type="checkbox"/> other	Length:	2 mins
Goal:	To learn to quickly find one's way round a sequence of coursebook exercises which focus on listening.		

Description:	The students survey a section of a coursebook page and try to establish to what extent it is suitable without adapting.
Descriptors:	I can quickly identify the key components of a section of a textbook and make a swift decision as to what level of preparation it requires of the teacher.
Props:	The section of a Navigate coursebook, Level A1, Unit 8.1
Literature:	None (a practical task)
Potential problems:	timing

Activity	<b>4. Textbook analysis – Working with a listening sequence in a coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (micro-teaching)	Length:	10 mins
Goal:	The students learn to choose a sequence of steps for working with listening exercises in a coursebook.		
Description:	<p>Using the same section of a coursebook the students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Can you think of a lead in? Is it necessary?</li> <li>2. What instructions are you going to give?</li> <li>3. What are you as a T actually going to say before, after and during the work?</li> <li>4. What are the goals of the individual exercises?</li> </ol> <p>These are briefly discussed and then we look at the relevant section from the teacher's book to check what the authors recommend.</p> <p>The students practise giving the relevant instructions for the exercises as microteaching.</p>		
Descriptors:	I can evaluate a section of a coursebook dedicated to listening and establish a teaching plan based on it.		
Props:	Navigate A1, Unit 8.1; the above questions on a slide		
Literature:	None (a practical task)		
Potential problems:	This needs to be very well monitored by the instructor.		

Activity	<b>5. Evaluating the text in a coursebook</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	4 mins
Goal:	To learn to quickly assess a text in a coursebook and consider the lesson-plan fit.		
Description:	<p>The students skim read the text and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Evaluate the text. How easy or difficult is it?</li> <li>2. What about the tasks?</li> <li>3. How long is this going to take?</li> <li>4. What are the goals here? How would you formulate them?</li> </ol> <p>We then check the teacher's books to see the authors' advice.</p>		
Descriptors:	I can quickly evaluate a text in a coursebook and the accompanying tasks and use the information as a basis for lesson planning.		
Props:	Navigate A1, Unit 8.1; the above questions on a slide		
Literature:	None (a practical task)		

Potential problems:	This needs to be very well monitored by the instructor so that it can be completed in the given time. It needs fast and clear instructions.
---------------------	---

Activity	<b>6. Evaluating a recording in a coursebook</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To learn to evaluate a recording in a coursebook and plan a sequence of teaching steps based on it.		
Description:	<p>We listen to the recording in U8.1 ex. 2a and answer these questions:</p> <ol style="list-style-type: none"> <li>1. Let's listen to the text. What are your impressions?</li> <li>2. Is it usable?</li> <li>3. Try to answer the questions yourself. How easy are they?</li> <li>4. What instructions are you going to give?</li> <li>5. What is the timing?</li> </ol> <p>We then check the relevant passages from the teacher's book.</p>		
Descriptors:	I can plan a sequence of teaching steps based on a recording and its evaluation.		
Props:	Recording 2a from Navigate A1, Unit 8.1; the above questions on a slide		
Literature:	None (a practical task)		
Potential problems:	Again, this needs to be carried out without much delay.		

Activity	<b>7. Working with listening and post-listening tasks</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input checked="" type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	5 mins
Goal:	To learn to give instruction for listening exercises.		
Description:	<p>The students then survey ex. 2b from the same unit and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What instructions are you going to give?</li> <li>2. What is the timing?</li> <li>3. How are you going to check the answers?</li> </ol> <p>The subsequent discussion focuses on introducing the different ways of checking answers to exercises.</p> <p>We then compare our answers with those in the teacher's book.</p>		
Descriptors:	I can give effective instruction for listening exercises. I know a variety of way in which I can check answers to tasks.		
Props:	Exercise 2b from Navigate A1, Unit 8.1; the above questions on a slide		
Literature:	None (a practical task)		
Potential problems:	This could be somewhat repetitive so the instructor needs to prepare good alternatives for part 3 of the task.		

Activity	<b>8. Evaluating post-listening tasks</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	7 mins
Goal:	To learn to evaluate the quality and time requirements of post-listening tasks in a coursebook.		
Description:	<p>The students evaluate tasks 3 a, 3b and 3c from the Navigate A1 U8.1 and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Evaluate these activities.</li> </ol>		

	2. What is the point? 3. What instructions are you going to give? 4. What is the timing? 5. Can they be skipped? 6. In what other ways could you use them? We then check the teacher's book to compare notes with the authors.
Descriptors:	I can evaluate a sequence of exercises in a coursebook and incorporate them in a lesson plan.
Props:	Navigate A1 U81; the above questions on a slide
Literature:	None (a practical task)
Potential problems:	The students might need help focusing on the salient points of the exercises.

Activity	<b>9. Section summary for listening exercises in a coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	2 mins
Goal:	To bring the previous tasks into the perspective of the whole lesson.		
Description:	Looking back at all of the tasks surveyed in this seminar so far, the students now answer these questions: Where are we in the lesson now? How much time has been spent? What have we achieved? What have we taught? How do we know the students know what we have tried to teach?		
Descriptors:	I can synthesize a detailed analysis of a coursebook unit.		
Props:	The above questions on a slide		
Literature:	None (a practical task)		
Potential problems:	This is a summary, and it should be a quick one.		

### A SHORT BREAK

Activity	<b>10. Evaluating pronunciation exercises in a coursebook</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To practise working with pronunciation exercises in a coursebook.		
Description:	The students analyse Navigate A1 U8.5 exercises 7a and 7b and answer the following questions: 1. Evaluate these activities. 2. Which pronunciation teaching principles does this follow? 3. What is the point? 4. What instructions are you going to give? 5. What is the timing? 6. How are you going to work with it? 7. How do you formulate the aim? Subsequent discussion focuses on the identification of the local aims and the ways of giving instructions and checking answers. We then check the corresponding section in the Teacher's book.		
Descriptors:	I can evaluate pronunciation exercises in a coursebook and work them into a lesson plan.		
Props:	Navigate A1 U8.5; the above questions on a slide		

Literature:	None (a practical task)
Potential problems:	Repetitiveness might be an issue in the second part of the seminar.

Activity	<b>11. Evaluating grammar-linked pronunciation exercises in a coursebook</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	10 mins
Goal:	To practise evaluating and teaching with grammar-linked pronunciation exercises from a coursebook.		
Description:	<p>The students analyse Navigate A1 U8.5 exercises 8a and 8b, and 6a and 6b and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Evaluate these activities.</li> <li>2. What instructions are you going to give?</li> <li>3. What is the timing?</li> <li>4. How do you formulate the aim?</li> </ol> <p>The following discussion focuses on the identification of the local aims and the ways of giving instructions, checking answers and establishing the timing. As microteaching, the students practise giving instructions for this exercise. We then check the corresponding section in the Teacher's book.</p>		
Descriptors:	I can evaluate grammar-linked pronunciation exercises in a coursebook and work them into a lesson plan.		
Props:	Navigate A1 U8.5; the above questions on a slide		
Literature:	None (a practical task)		
Potential problems:	Repetitiveness as above.		

Activity	<b>12. Section summary – pronunciation exercises in coursebooks</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	2 mins
Goal:	To revise the key goals of coursebook exercises focusing on pronunciation.		
Description:	Discussion about the merits of the pronunciation exercises introduced in this seminar and the lessons learnt.		
Descriptors:	I can explain the reasons for including course-book-based pronunciation exercises in English lessons.		
Props:	None		
Literature:	None (a practical task)		
Potential problems:	This is a summary only, so it should be very straightforward.		

Activity	<b>13. Textbook analysis – Working with a vocabulary sequence in a coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (micro-teaching)	Length:	10 mins
Goal:	The students learn to choose a sequence of steps for working with vocabulary exercises in a coursebook.		
Description:	<p>Using Navigate A1, U9.1, the students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Any lead in necessary? If so, what could it be?</li> <li>2. Evaluate these activities.</li> <li>3. What instructions are you going to give?</li> </ol>		



	<p>4. What is the timing?</p> <p>5. How do you formulate the aim?</p> <p>The students practise giving the relevant instructions for the exercises as microteaching.</p> <p>We then check the corresponding section in the Teacher's book.</p>
Descriptors:	I can evaluate a section of a coursebook dedicated to vocabulary and establish a teaching plan based on it. I can improvise instructions for these exercises.
Props:	Navigate A1, Unit 8.1; the above questions on a slide
Literature:	None (a practical task)
Potential problems:	By this point, the task should be more or less automatic. But the repetitiveness of the experience might be an issue.

Activity	<b>14. Textbook analysis – Working with a vocabulary sequence in a coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (micro-teaching)	Length:	10 mins
Goal:	The students learn to choose a sequence of steps for working with vocabulary exercises in a coursebook.		
Description:	<p>Using Navigate A1, U9.1c, the students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the point here?</li> <li>2. What instructions are you going to give?</li> <li>3. What is the timing?</li> <li>4. How do you formulate the aim?</li> <li>5. How do you check the answers?</li> </ol> <p>The students practise giving the relevant instructions for the exercises as microteaching. The students formulate the aims and give and receive feedback on it.</p> <p>We then go through the corresponding section in the Teacher's book.</p>		
Descriptors:	I can evaluate a section of a coursebook dedicated to vocabulary and establish a teaching plan based on it. I can improvise instructions for these exercises.		
Props:	Navigate A1, Unit 8.1; the above questions on a slide		
Literature:	None (a practical task)		
Potential problems:	dtto		

Activity	<b>15. Textbook analysis – evaluating a vocabulary sequence in a coursebook</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input checked="" type="checkbox"/> other (micro-teaching)	Length:	10 mins
Goal:	The students learn to choose a sequence of steps for working with vocabulary exercises in a coursebook.		
Description:	<p>Using Navigate A1, U9.1, ex. 2a and 2b, the students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the point here?</li> <li>2. What instructions are you going to give?</li> <li>3. What is the timing?</li> <li>4. How do you formulate the aim?</li> <li>5. How do you check the answers?</li> </ol> <p>The students work out different ways of formulating aims for these exercises and for checking the answers.</p> <p>We then go through and discuss the corresponding section in the Teacher's book.</p>		

Descriptors:	I can evaluate a section of a coursebook dedicated to vocabulary and establish a teaching plan based on it. I can improvise instructions for these exercises.
Props:	Navigate A1, Unit 8.1; the above questions on a slide
Literature:	None (a practical task)
Potential problems:	dtto

Activity	<b>16. Section summary for vocabulary components in coursebooks</b>		
Type of interaction:	<input type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	3 mins
Goal:	To approach the vocabulary section in a coursebook synthetically and identify the overall aims.		
Description:	The students summarize the principles discussed in this section of the seminar dedicated to using coursebooks to teach vocabulary.		
Descriptors:	I can identify and list the key reasons for using coursebooks to teach and practise vocabulary in EL classrooms.		
Props:	None		
Literature:	None (a practical task)		
Potential problems:	Keep it brief and straightforward.		

Activity	<b>17. Watching a classroom video – teacher using a coursebook</b>		
Type of interaction:	<input checked="" type="checkbox"/> individual <input type="checkbox"/> pair <input type="checkbox"/> group <input type="checkbox"/> lecture <input type="checkbox"/> presentation <input checked="" type="checkbox"/> discussion <input type="checkbox"/> other	Length:	25 mins
Goal:	To practise observing a teacher using a coursebook in a real lesson.		
Description:	<p>The students watch a video (Harmer 2015, teacher Silvana) of a teacher using a coursebook and IWB. Then we watch an interview with the teacher.</p> <p>The students are expected to observe the techniques the teacher uses and discuss their pros and cons in the subsequent debate.</p> <p>The final discussion includes a debate on the role and position of a non-native speaker teacher and is contextualized for the situation in the Czech Republic.</p>		
Descriptors:	I can notice important components of teaching in an observation and discuss them using the knowledge developer in my teacher-training seminars.		
Props:	Video of teacher Silvana, Harmer 20015		
Literature:	None (a practical observation task)		
Potential problems:	A good final discussion here is essential as both the video and the interview introduce many key ELT points (e. g., NNSTs). It's essential to allow plenty of time for the video and push the students to identify the techniques the teacher uses with the understanding of what has been taught in the course so far.		

### Hlavní literatura:

- Bailey, K. (2006). *Language teacher supervision: a case-based approach*. Cambridge New York: Cambridge University Press.
- Bartels, N. (2005). *Applied linguistics and language teacher education*. New York: Springer.
- Bigelow, M. & Kananen, J. (2015). *The Routledge handbook of educational linguistics*. New York London: Routledge, Taylor & Francis Group.
- Brown, H. D. (2007). *Teaching by principles: an interactive approach to language pedagogy (3rd ed.)*. White Plains, NY: Pearson Education.
- Brown, H. D. (2014). *Principles of language learning and teaching (Sixth Edition.)*. White Plains, NY: Pearson Education.
- Carter, R. and Nunan, D. (Eds.) (2001). *The Cambridge Guide to Teaching English as a Second or Other Language*. Cambridge University Press.
- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a second or foreign language*. Boston: National Geographic Learning.
- Farrell, T. S. C. (Ed.). (2015). *International perspectives on English language teacher education: Innovations from the field*. Basingstoke, England: Palgrave Macmillan.
- Farrell, T. S. C. (2015). *Language teacher professional development. English language teacher development series*. Alexandria, VA: TESOL Press.
- Freeman, D. (2016). *Educating second language teachers*. Oxford: Oxford University Press.
- Harmer, J. (2007). *How to teach English*. Harlow, Essex: Pearson Education.
- Harmer, J. (2012). *Essential teacher knowledge*. Harlow: Pearson Longman.
- Harmer, J. (2015). *The practice of English language teaching (5th ed.)*. Harlow: Pearson/Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hodgson, M. (2015). *Masters in TESOL: Your guide to an advanced teaching degree*. Chicago, IL: Masters in TESOL. Retrieved from <http://masters-in-tesol.com/>
- Johnson, K. & Golombek, P. (2011). *Research on second language teacher education: a sociocultural perspective on professional development*. New York: Routledge.
- Johnson, K. E. & P.R. Golombek (2016). *Mindful L2 Teacher Education*. Routledge.
- Johnson, K. (2009). *Second language teacher education: a sociocultural perspective*. New York London: Routledge.
- Kalaja, P., Alanen, R., & Dufva, H. (2018). ELT in Finland. In *The TESOL Encyclopedia of English Language Teaching (pp. 1–7)*. John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0930>
- Kelly, G. (2001). *How to teach pronunciation*. Harlow: Longman.
- Kuhlman, N., & Knezevic, B. (2010) *The TESOL guidelines for developing EFL professional teaching standards*. Alexandria, VA: TESOL International Association.
- Kumaravadelu, B. (2012). *Language teacher education for a global society: a modular model for knowing, analyzing, recognizing, doing, and seeing*. New York: Routledge/Taylor and Francis.
- Larsen-Freeman, D. (2011). *Techniques and principles in language teaching (3rd ed.)*. Oxford ; New York: Oxford University Press.

- Lightbown, P. (2013). *How languages are learned (Fourth edition.)*. Oxford: Oxford University Press.
- Liontas, J. (2018). *The TESOL encyclopedia of English language teaching*. Hoboken, NJ: Wiley.
- McDonough, J. and Shaw, C. (2013). *Materials and Methods in ELT*. Blackwell.
- Pulverness, A. (2015). *Assessing language teachers' professional skills and knowledge*. Cambridge, England: UCLES.
- Randall, M. and Thornton, B. (2001). *Advising and Supporting Teachers*. Cambridge University Press.
- Richards, J. and Farrell, T. (2005). *Professional Development for Language Teachers*. Cambridge University Press.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. & Farrell, T. (2011). *Practice teaching: a reflective approach*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge; New York: Cambridge University Press.
- Sayer, P. (2012). *Ambiguities and tensions in English language teaching: portraits of EFL teachers as legitimate speakers*. New York, NY Abingdon, Oxon: Routledge.
- Scrivener, J. (2011). *Learning teaching: the essential guide to English language teaching (3rd ed.)*. Oxford: Macmillan Education.
- Shrum, J. L. (2009). *Teacher's handbook: contextualized language instruction (4th ed.)*. Boston, MA: Heinle Cengage.
- Stanley, G. (2013). *Language learning with technology: ideas for integrating technology in the language classroom*. Cambridge ; New York: Cambridge University Press.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Longman.
- Thornbury, S. (2006). *An A-Z of ELT: a dictionary of terms and concepts used in English language teaching*. Oxford: Macmillan Education.
- Ur, P. (2012). *A course in English language teaching (2nd ed.)*. Cambridge: Cambridge University Press.
- Walsh, S. & Mann, S. (2019). *The Routledge handbook of English language teacher education*. Abingdon, Oxon New York, NY: Routledge.
- Watkins, P. (2005). *Learning to Teach English*. Peaslake: Delta Publishing.
- Widdowson, H. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

### **Literatura k portfoliím**

- Bailey, Kathleen M., Andy Curtis, and David Nunan. 2001. Teaching portfolios: Cogent collages. In *Pursuing professional development: The self as source*. Boston: Heinle & Heinle, 223-236.
- Brown, James Dean and Kate Wolfe-Quintero. 1997. Teacher portfolios for evaluation: A great idea or a waste of time? *Language Teacher*, 21 (1): 28-30.
- Calzoni, Daniela. 2001. Teacher portfolios. *IATEFL Teacher Development SIG Newsletter*, 1(1): 13-16.

- Campbell, Dorothy M., Pamela Bondi Cignetti, Beverly J. Melenyzer, Diane H. Nettles, and Richard M. Wyman, Jr. 2001. *How to develop a professional portfolio: A manual for teachers (2nd edition)*. Boston: Allyn and Bacon.
- Costantino, Patricia M. and Marie N. De Lorenzo. 2002. *Developing a professional teaching portfolio: A guide for success*. Boston: Allyn and Bacon.
- Darling-Hammond, L. (2001). Standard setting in teaching: Changes in licensing, certification, and assessment. In V. Richardson (Ed.), *Handbook of research on teaching* (pp. 751–76). Washington, DC: American Educational Research Association.
- Denny, M. K., Grier, J. M., & Buchanan, M. (2012). Establishing a portfolio assessment framework for pre-service teachers: A multiple perspectives approach. *Teaching in Higher Education*, 17(4), 425–37.
- Dong, Yu Ren. 2000. Learning to see diverse students through reflective teacher portfolios. In K. E. Johnson (Ed.), *Teacher education*. Alexandria: TESOL, 137-153.
- Echevarria, J., Vogt, M. E., & Short, D. L. (2012). *Making content comprehensible for English learners: The SIOP model (4th ed.)*. Boston, MA: Allyn & Bacon.
- Goe, L. (2008). *Key issue: Using value-added models to identify and support highly effective teachers*. Washington, DC: National Comprehensive Center for Teacher Quality.
- Green, James E. and Sheryl O. Smyser. 1996. *The teacher portfolio: A strategy for professional development and evaluation*. Lancaster, PA: Technomic Publishing.
- Johnson, K. (1996). Portfolio assessment in second language teacher education. *TESOL Journal*, 6(2), 11–14.
- Lynch, Brian and Peter Shaw. 2005. Portfolios, power and ethics. *TESOL Quarterly*, 39(2): 263-297.
- Martin-Kniepp, Giselle O. 1999. *Capturing the wisdom of practice: Professional portfolios for educators*. Washington, DC: Association for Supervision and Curriculum Development.
- McLaughlin, Maureen and MaryEllen Vogt. 1996. *Portfolios in teacher education*. Newark, DE: The International Reading Association.
- Peterson, K. D. (2006). Using multiple data sources in teacher evaluation. In J. H. Stronge (Ed.), *Evaluating teaching: A guide to current thinking and best practice* (2nd ed., pp. 212–32). Thousand Oaks, CA: Corwin Press.
- Porter, Carol and Janell Cleland. 1995. *The portfolio as a learning strategy*. Portsmouth, NH: Boynton/Cook Publishers.
- Richards, J. C. (1998). *Beyond training*. New York, NY: Cambridge University Press.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.
- Tanner, R., Longayroux, D., Beijaard, D., and Verloop, N. (2000). Piloting portfolios: Using portfolios in pre-service teacher education. *ELT Journal*, 54(1): 20-30.
- Van Wageningen, Linda and K. Michael Hibbard. 1998. Building teacher portfolios. *Educational Leadership*, 55 (5): 26-29.
- Vogt, MaryEllen, Maureen McLaughlin, and Martha Rapp Ruddell. 1993. Do as I do: Using portfolios to evaluate students in reading methods courses. Paper presented at the 43<sup>rd</sup> Annual meeting of the National Reading Conference. Charleston, SC.

- Wenzlaff, T. and Cummings, K. 1996. The portfolio as metaphor for teacher reflection. *Contemporary Education*, 67(2): 109-112.
- Windsor, P.J. and Ellefson, B.A. 1995. Professional portfolios in teacher education: AN exploration of their value and potential. *The Teacher Educator*, 31: 68-81.
- Wolf, Kenneth. 1996. Developing an effective teaching portfolio. *Educational Leadership*, 53 (6): 34-37.
- Yagleski, Robert P. 1997. Portfolios as a way to encourage reflective practice among preservice English teachers. In Kathleen B. Yancey, and Irwin Weisner (eds.), *Situating portfolios: Four perspectives*. Logan: Utah State University Press, 225-243.
- Zeichner, K. M. (1987). Preparing reflective teachers: An overview of instructional strategies which have been employed in pre-service teacher education. *International Journal of Educational Research*, 11, 565–75.

### **Další literatura:**

- Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL Professionals*. New York, NY: Routledge.
- Farrell, T.S.C. (2017). *Research on Reflective Practice in TESOL*. Routledge.
- Hall, G. (2016). *The Routledge Handbook of English language teaching*. London: Routledge, Taylor & Francis Group.
- Hinkel, E. (2005). *Handbook of research in second language teaching and learning*. Mahwah, N.J. New York, N.Y: L. Erlbaum Associates Routledge.
- Hinkel, E. (2005). *Handbook of research in second language teaching and learning*. Mahwah, N.J. New York, N.Y: L. Erlbaum Associates Routledge.
- Jones, R. & Richards, J. (2016). *Creativity in language teaching: perspectives from research and practice*. New York: Routledge.
- Mann, S. & S. Walsh (2017). *Reflective Practice in English Language Teaching*. Routledge.
- Murray, D.E. (2019). *What English Language Teachers Need to Know (Volume I)*. Routledge.
- Martínez. (2019). *Quality in TESOL and teacher education: from a results culture towards a quality culture*. Routledge.
- Nicholas, H. & Starks, D. (2014). *Language education and applied linguistics: bridging the two fields*. Milton Park, Abingdon, Oxon New York: Routledge, Taylor & Francis Group.
- Richards. J. C. (2016). *Key issues in language teaching*. New York, NY: Cambridge University Press.
- Richards, J. C., & Farrell. T. S. C. (2011). *Teaching practice: A reflective approach*. New York, NY: Cambridge University Press.
- Richards, J. C., & Nunan, D. (1990). *Second language teacher education*. New York: Cambridge University Press.
- Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching*, 43(3), 259–96.

### **Chapters from *The TESOL Encyclopedia of English Language Teaching*:**

- Kaufman, D. (2018). Accreditation and the Professional Development of Teachers.  
<https://doi.org/10.1002/9781118784235.eelt0895>

- Tanghe, S., & Lee, A. S.-J. (2018). TEFL (Teaching English as a Foreign Language) Certificates. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0271>
- Fantini, A. E. (2018). Teacher Assessment and Evaluation. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–11). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0652>
- Farrell, T. S. C. (2018). Second Language Teacher Education and Future Directions. In *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0922>

### **Other (mostly online)**

- National Research Council. (2010). *Preparing teachers: Building evidence for sound policy*. Committee on the Study of Teacher Preparation Programs in the United States, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. doi:10.17226/12882
- Johnson, K. E. (2013). Innovation through teacher education programs. In K. Hyland & L. Wong (Eds.), *Innovation and change in English language education* (pp. 75–89). New York, NY: Routledge.
- Tarone, E., & Allwright, D. (2005). Second language teacher learning and student second language learning: Shaping the knowledge base. In D. J. Tedick (Ed.), *Second language teacher education* (pp. 5–23). Mahwah, NJ: Lawrence Erlbaum.