ATE Newsletter – Journal of English Language Teaching

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Between the Newsletters:

Dear colleagues,

Let me use this opportunity to summarize briefly what the past year was like for our association.

In September our annual conference called **ELT Czechlist: Ideas From The Heart of Europe** was held in Prague. After a quite long time, we managed to organize the conference in our capital, which attracted our partners from abroad and we hosted about ten representatives. As you can guess, they all fell in love with the city of a hundred spires. The venue was a secondary school with good transport connection, easy to reach, in the city centre. There were three plenaries, the first one given by Šárka Dohnalová, a teacher trainer from Masaryk University and it focused on children with special educational needs and their inclusion in the EFL classroom. On Saturday morning participants had to solve a dilemma choosing between two outstanding speakers and ELT professionals: Ben Dobbs or Louel Ross Calleja. Ben Dobbs is an international communication trainer, who works with companies and universities in areas of language development and functional competences. His plenary was called I*nternational Communication: What Learners Really Need English*. Louel has been our member for a few years and has been involved in organizing conferences, too. He lives in Brno and his main areas of interest are English as a lingua franca, native-speakerism, teaching cultural content in the classroom, and learner autonomy. His sessions are always very successful as was his plenary on Sharing the ELT limelight: Are native and non-native speakers finally ready to co-own (and co-teach) English? I would like to thank once more to the whole organizing team including Ilona Havlíčková, Iva Havlíková, Petra Brantová, Louel, Hana Dedková for their patience with me, their time and energy. It is a real miracle that there are still people willing to do things for free with such devotion as they do.

Photo 1: plenary speakers

Photo 2: One of the sessions

Photo 3: Evening Programme

As you know, our members can represent our association at events of our partners (you can see their list on our website). We had representatives at IATEFL UK, in Serbia, Lithuania, Ireland, Bulgaria and Poland, and their reports are published in this issue. They may inspire you to go somewhere, too. If you find a conference you want to attend, send an e-mail to our Vice-President, Ilona Havlíčková. We cover transport costs while our partners pay fees and accommodation. Events take place nearly every month. According to the rules, it is possible to represent ATECR once a year. If you went to more than one event, you would have to pay for transport on your own.

Last year there were some official meetings, one on Saturday morning during the annual conference where we agreed on a new name of our association, new inside rules and also a new ATECR board had to be elected. It was a long process in which the Board as well as leaders of regional centres had worked on the rules. We even needed advice of a lawyer. Our official Czech name is Asociace učitelů angličtiny České republiky, z.s. (zájmový spolek). Ilona Havlíčková and I will continue our work as Vice-President and President. There is a new treasurer, Petra Brantová as the former one, Iva Havlíková, had 'survived' four years. I would like to thank her for her hard work and devotion. Dealing with money matters is a challenging task which she had handled very well. There were two meetings of the ATECR Board and leaders of regional centres, once in the spring and again in the autumn.

We are now working on **ELT SIGNPOSTS 2017** which will take place in **Brno** on **Friday and Saturday 8-9 September 2017**. Our association cooperates with the Dept of English Language and Literature, Faculty of Education at Masaryk University. Their team is experienced as they have organized several conferences so I am sure it will be a great and inspiring event. We have applied for MŠMT accreditation so we hope your schools will be able to cover the conference fee, which is going to be lower for our members, as always.

Finally, I would like to wish you all the best in 2017. May you rediscover new strength and garner faith with you, and be able to rejoice in the simple pleasures that life has to offer and put a brave front for all the challenges that may come your way.

Forthcoming Events:

The 25th Annual HUPE Conference will be held on March 24-26, 2017. Once again, we are glad to welcome you to the Solaris Beach Resort in Šibenik, Croatia where the whole conference proceedings will take place.

Registration

	EARLY, BY 31 January 2017	ADVANCE, AFTER 31 January 2017
MEMBERS	270,00 HRK – 40,00 EUR	370,00 HRK – 55,00 EUR
NONMEMBERS	470,00 HRK – 65,00 EUR	570,00 HRK – 80,00 EUR

IATEFL Glasgow Conference 2017

The **51st IATEFL Conference** will be held on **4 – 7 April 2017** in Scotland's cultural capital and one of the most dynamic cities in Europe. The conference brochure link below offers details of the program and registration information:

http://conference.iatefl.org/downloads/glasgow_preliminary_brochure.pdf

Early registration deadline is **January 12th**!

http://conference.iatefl.org/

The 26th Annual IATEFL Conference POLAND will take place in Bielsko – Biała … more info at:

http://iatefl.org.pl/en/iatefl-poland-conference-news.html

Call for Papers: "Writing for Specific Academic Purposes"

RUHR UNIVERSITÄT BOCHUM

RUB

ESAP Conference – Ruhr-Universität Bochum – GERMANY on Saturday, 13 May 2017

Abstract submission deadline: January 15

Appearing will be two internationally renowned keynote speakers:

- Hilary Glasman-Deal, lecturer at the Centre for Academic English, Imperial College London and author of the book *Science Research Writing for Non-Native Speakers of English.*

- Tim Skern, lecturer and researcher at the Medical University of Vienna and author of the book *Writing Scientific English: A Workbook*.

More info at:

http://www.zfa.rub.de/sprachen/englisch/esap_conference.html.en

ELT SIGNPOSTS 2017

Pedagogical Faculty, Masaryk University in Brno
Poříčí 7/9, 639 00 Brno
September 8 – 9, 2017
More info will be posted at **https://www.facebook.com/czechteachersofenglish/**

4th FLLAS INTERNATIONAL CONFERENCE: Call for Papers

ДРУШТВО ЗА СТРАНЕ ЈЕЗИКЕ И КЊИЖЕВНОСТИ СРБИЈЕ		FOREIGN LANGUAGE AND LITERATURE ASSOCIATION OF SERBIA
Универзитет у Београду Филолошки факултет Студентски трг .бр 3 11000 Б е о г р а д С Р Б И Ј А	ACJKC	University of Belgrade Faculty of Philology Studentski trg 3 11000 B e l g r a d e S E R B I A

The Foreign Language and Literature Association of Serbia (FLLAS) with its Language for Specific Purposes Special Interest Group (LSP SIG) and the Teacher Education Faculty, University of Belgrade, are organizing the 4th International Conference on Languages for Specific Purposes, which will take place on

29 – 30 September 2017

at the **Teacher Education Faculty, University of Belgrade**

This conference will bring together experts from different countries to present their research and exchange experience with all participants. Our aim is to point out the importance of proficiency in a foreign language for developing the professional identity of each individual.

Participants are invited to submit their abstracts within the following LSP fields:

- Theoretical Approach to Studying Languages for Specific Purposes

- Language for Specific Purposes: Didactical and Methodological Innovations

- From Traditional to Contemporary LSP Coursebook

- Challenges in Developing and Innovating LSP Syllabi

- Issues in Scientific and Technical Translation

- Use of Terminological Dictionaries and Glossaries in Teaching LSP

- Teaching LSP in the Digital Environment

- Interdisciplinary Approach to Teaching LSP

- LSP for Developing Academic Skills

- Evaluating Students' Language Competencies

- Teaching LSP in Vocational Schools Today

Submit your abstract as a Word (.doc) attachment to the following address: lspbg2017@gmail.com (subject line: Abstract) no later than 1 April 2017**. Notification of acceptance will be sent by** 1 June 2017**. More info at: http://elta.org.rs/2016/12/23/4th-fllas-international-conference-call-for-papers/**

IDEAS THAT WORK CONFERENCE – Pilsen

(Organized by the University of West Bohemia Pedagogical Faculty - English Department and the Bridge Publishing House). The conference takes place on

SATURDAY, 4 NOVEMBER 2017

Registration opens in August. Click on the link below for further details:

http://www.bridge-online.cz/about-the-conference/

Please visit the ATECR

website:

http://atecr.weebly.com

Reports on Conferences and Courses:

Focus on CLIL - Lithuania 2015

In mid-October 2015 I attended the conference, organized by Lithuanian Teachers of English Association, or LAKMA. Here are some of my notes and speaker's ideas. The president of LAKMA, Egle Petronienė, opened the conference.

Phil Ball:
CLIL in Three Dimensions

1. Why CLIL?
2. What IS content?
3. CLIL in 3 Dimensions (of content)
4. Language(s) = competences

1. Why CLIL?
Contact hours (3 hours/week) are insufficient for mastering the language, we need to spread
English in more spheres (to be more in contact with the language)
Curricular content - do more in a target language
Using English „in order to do stg else"
English is no longer a (mere) language. It's a core skill.

2. BUILDING BRIDGES
2 types of CLIL
1. 'Hard' CLIL - (content-led) - subject teachers teaching through English

2. 'Soft' CLIL (language-led) - language syllabus incorporating more conceptual content
A useful distinction, but ultimately divisive. We need to bridge the divide.

In subject matter learning we overlook the role of lagnuage as a medium of learning, and in language learning we overlook the fact that content is being communicated
(Mohan, B Lnguage and content, 1986)

Results of becoming more interdisciplinary?
Subject teachers become more 'language aware'

3. What IS content?
What are the objectives of each type of the teacher?
Language teachers work with textbooks whose objectives are purely linguistic.
Subject teachers work with objectives that are conceptual and procedural.

Language teaching objective: Learn the 2nd Conditional
Textbook topic: Global warming
- If I were a president of the world, I would…
- Assessment criteria are lingustic, not conceptual
- Who cares about saving the Earth, as long as I can produce the 2nd Conditional?

Textbook topic: Global warming
- If I were a president of the world, I would…
- Assessment criteria are conceptual, not procedural. (Will our proposals save the Earth?)
- The 2nd Conditional is the vehicle for making these proposals (and saving the world!!).

All teachers are language teachers (Bullock, 1975 „A language for life")
More sense of language:
Subject teachers become more aware of **language**.
Language teachers become more **content** aware

4. CLIL in 3Dimensions (of content)
- Real content triggers levels of communication in the classroom because there's more to talk about (**Linguistic**)
- Talking about things develops our cognition (thinking skills) (**Procedural**)
- The more we talk and develop, the more things we want to know! (**Conceptual**)

Comparison with PPP
In language teaching we used to think that we had to **Present** and **Practise**, before really **Producing**.
Example:
- The (regular) Past simple is formed by the addition of the suffix 'ed'
Take the following 10 sentences and convert them into the Past simple.
Now read your sentences to your partner
Now let's write a story about when you were a child……

CLIL = Production, Practice, Presentation
CLIL turns PPP on its head
CLIL is PPP in reverse

"Languages are not learned first and than used later; languages are acquired while they are being used" (J.M.Artigal)
How do we prioritise content but still work with language?
Think of CLIL in 3 dimensions.
Example (the Universe) The content to be acquired: To differentiate between the planets in the Solar system. The specific language items needed: BY interpreting, transcribing and producing description. Procedural skills used to work on the concept: USING derived adjectives, comparatives and superlatives.
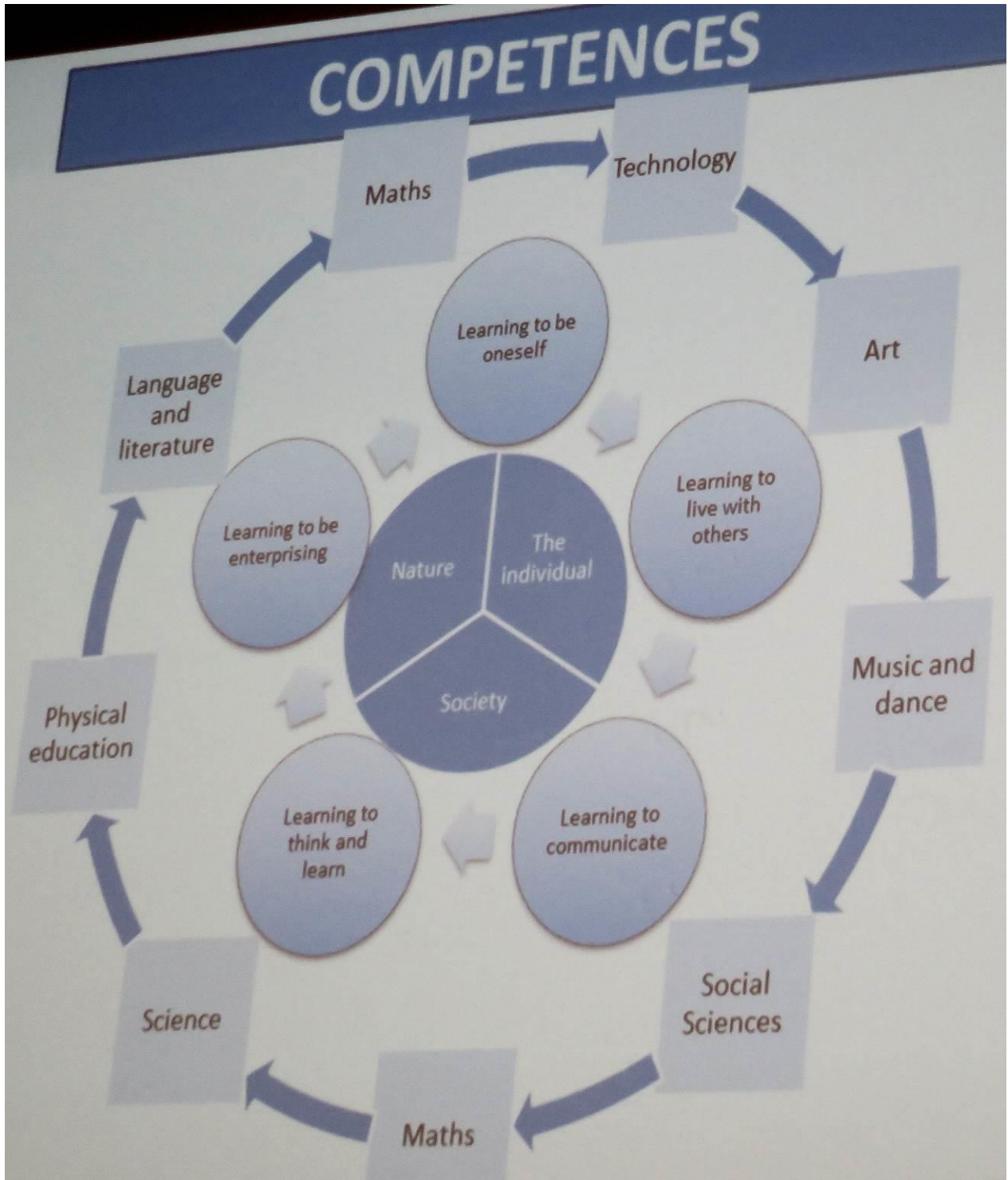
Keith Kelly:
CLIL for the Language Classroom

- Concepts, Procedures, Language (3D CLIL)
- Student focus
- Curriculum-based
- Resources and activities
- Products and audiences
- Follow up – networks (factworld@yahoogroups.com)

CLIL in the Curriculum
Locate the curriculum guidelines for subjects you are interested in

UK National Curriculum:
- Guidelines, resources, samples of work
- Children need a rich environment

Example of a CLIL project: children working on their own GM person, using language of heredity

- Naming parts of the face:
  eyes, nose, ears, earlobes, eyebrows, hair, chin, cheeks

Describing facial features:
- S/He has got
- Her/His …. are/is (brown, grey, green, blue, blond, red, round, thin, fat, long, short, flat, curly, straight, spiky, wavy)

Describing inherited characteristics
- He gets his --- from his ….
- She gets her …. from her ….
- He looks like his …..
- She looks like her ….
- He takes after his …. with his ….
- She takes after her …. with his ….
- He has inherited his mother's …
- She has inherited her mother's …

She Has got He	a	(adjective) long brown	face nose hair
His Her	ears eyes	is are	blue green curly
He gets his She gets her	nose mouth hair colour	from his from her	mother father grandmother grandfather

Drawing attention: do you know what it is?

Speaking about taste buds in a tongue, how many, what for, which tastes they are able to distinguish, which flavours

Conceptual skills in Biology – genetic heredity
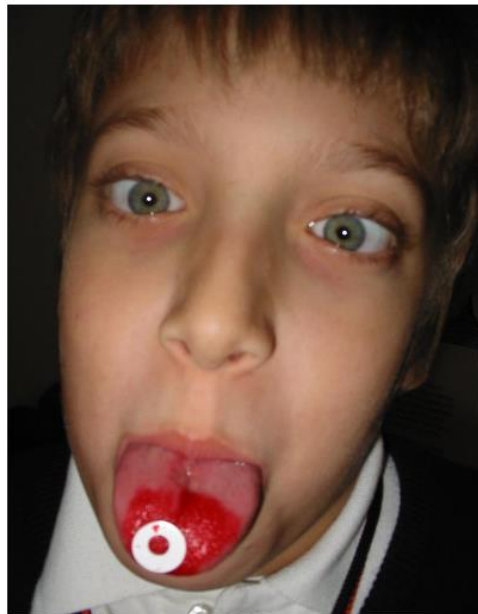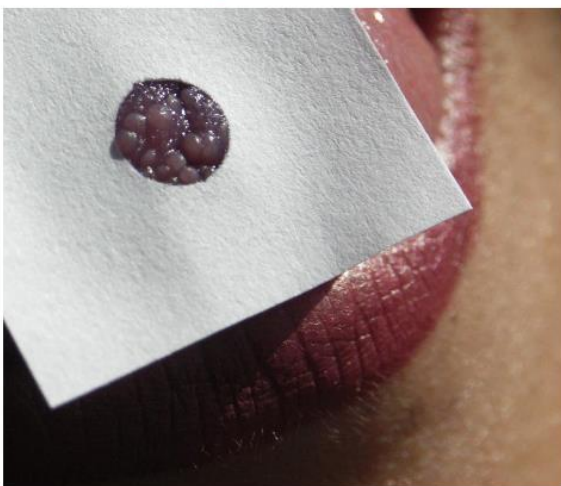
A question emerging from the previous dialogue:
- Do you like ice cream?
- What is your favorite flavor?
- How much ice cream do you eat and when?
- Where in Europe do you think people eat most ice cream?
- Why do you think so?

(Common guesses are Italy, Spain, Greece)

According to the survey (Science around the World): Sweden (14.9 l/per person/year), Denmark (9.1), UK (8.4), Italy, Spain and Greece being at the bottom of the chart with 5.2, 4.1 and 3.8 litres per person per year.
- Can you think about any reason why?

Resources from Science across the World - **www.scienceacross.org**
a) a bank of resources for general Science projects
b) a database of contacts for carrying out a curriculum exchange project with a school in another country
c) an Internet-based and ICT focus to learning

Procedural skills:
- research work
- dealing with data (gathering, presenting)
- presentation work

Getting started…
1) Explore the content curriculum: - Concepts - Procedures (skills) - Language - Resources
2) Identify an appealing aspect of this context for you and students
- a skill - PPTs
- a grammar area - passive voice
- general academic language for the content curriculum - economy
3) Offer a focus in your language lesson (large or small).
4) Join www.factworld.info to find partners and create exchanges

Katarzyna PAPAJA:

Focus on a CLIL teacher: Remarks on the importance of reflection in a CLIL teacher's professional life

Research

The aim of the research, conducted in February to June, was to find out what kind of teachers the CLIL teachers are and what kind of teachers they would like to be. 50 CLIL teachers were asked those two questions. Their teaching experience was among 1 - 8 years, 28 taught at secondary schools, 22 in junior high schools, their subjects taught in English were geography and history, 47 of them were women and 3 men. In an interview, they answered 15 questions. Their responses were interesting, sometimes quite surprising and are quoted below:

1. **What do you consider to be success in your CLIL teaching experience?**
   - speaking in English - I was afraid I wouldn't be able to tell learners what I wanted
   - it has always been my dream to become a CLIL teacher
   - I'm very well organised in teaching and I'm always well prepared even though in everyday life I tend to be lazy
   - my learners win language competitions - that's great!

2. **What do you consider to be a failure in your CLIL teaching experience?**
   - at the very beginning I had problems with discipline
   - I was exhausted after the lessons - I had to concentrate a lot on the content of the lesson and I made a lot of mistakes in English
   - Some of the learners were testing my knowledge of specialized vocabulary - once I couldn't answer their question and felt so ashamed. They started laughing
   - at the beginning I was reading everything from the book - I just didn't'

3. **Do you like teaching content subjects in English? Why? Why not?**
   - Yes, I do but it's always very stressful because of the language
   - Yes, I do but I don't like the idea that I have to prepare the learners to mother tongue final secondary examination
   - No, I don't but I cannot say 'no' because I will lose my job
   - It's very rewarding especially when my learners win the competitions

4. **What kind of learners do you ignore?**
   - Learners who don't want to learn and do everything to make my life difficult
   - I don't ignore any learners
   - I ignore learners who are aggressive, lay and vulgar

5. **What kind of learners do you pay more attention to?**
   - I pay attention to all my learners
   I pay more attention to weaker learners
   - I pay more attention to learners who want to participate in some competitions - I organise additional meetings

6. **What do you do when you have „worse day"?**
   - I always have good days at school ☺
   - I try to touch upon more cultural lessons - they are much easier
   - I prepare a documentary and we watch the film the whole lesson
   - I'm always very well prepared so even when I have a difficult day I know what to do
   - I give learners more work to do e.g. they work in groups / pairs more

7. **Do you cooperate with other CLIL teachers? How?**
   - I share my knowledge and all the teaching materials I have
   - I just talk to other CLIL teachers when I have a problem
   - I don't like sharing my materials because I spend night on preparing them
   - We plan different kinds of events e-g- competitions, trips etc.

8. **Is there anything that you ignore in your teaching profession?**
   - Sometimes some stupid regulations. I do my best to be a professional CLIL teacher
   - Nothing - everything is important
   - People's opinions - when they say teaching subjects in English doesn't make sense

9. **What do you do to involve parents in the learning process?**
    - I'm in touch with them and inform them about the progress of their child
    - I invite them to some competitions / events… They love watching their children
    - I ask them for opinions / suggestions when I want to take the learners to some museums / performances

10. **What are your relations with your headmaster?**
    - all CLIL teachers answered "good" or "very good"

11. **What do you find stressful when teaching content subject in English?**
    - Lack of teaching materials - I need to prepare everything myself
    - sleepless nights because preparation for the classes - it takes me hours
    - that I might make some language mistakes – "I studies history not English" (sic)

12. **What had been your expectations before you started teaching content subject in English?**
    - I thought I wouldn't have to spend so much time preparing the classes
    - the language - it's so difficult
    - It's too demanding for me, I'm so stressed out because of the language
    - I thought I would be provided with teaching materials, go to professional trainings…
    in fact, I have to do everything on my own.

13. **What are your teaching aims for the next school year?**
    - I want to prepare my learners for the final secondary school examination (Matura)
    - I want to be a professional CLIL teacher - I need to take part in some trainings and learn more, especially English
    - I need to be confident with my English
    - I want to use more audio-visual materials - I'm still a bit afraid of computers

14. **What kind of changes would you like to introduce into your teaching?**
    - I want to use more audio-visual materials
    - I need to work on quizzes and games in order to make the lessons more interesting
    - I should use more documentaries
    - I need to introduce more project work - learners love it
    - I need to use interactive board more often even though I don't like it

15. **What can you do to be more active in your professional life?**
    - I would like to speak English more and go to the UK for a language course
    - I need to take art in some professional trainings
    - I need to read more in English
    - I need to work more on my pronunciation
    - I want to take part in a prestigious conference

Conclusions:

- The CLIL teachers are aware of what kind of teachers they are and what kind of teachers they want to be in the future
- The CLIL teachers of the 21st century needs to be open to future teacher development - both content and language development
- The CLIL teacher should be open to all challenges in her/his profession and be able to deal with all the difficulties
- The CLIL teacher should be able to modify his/her teaching process through **reflexion**
- Due to reflexion, the CLIL teachers were able to realise how much happiness their profession gives them;
- Due to reflexion, the CLIL teachers were able to realise what kind of problems they have and how to solve them;
- Due to reflexion, the CLIL teachers were able to think about their future aims and changes that should be introduced in order to make their teaching more effective, motivating and interesting;
- Due to reflexion, the CLIL teachers realised how important cooperation with learners, other CLIL teachers, parents and headmasters is.
- Due to reflexion, the CLIL teachers become competent practitioners who usually know more than they are aware of.

The ideas from the conference provided a rich platform for thoughts. The conference with a strong topic seems to be useful and efficient for teachers as they can focus on the theme intensively and immerse into the problematics and see the aspects from all angles. Applying CLIL in school curricula proves to be a step in the right direction; however, there's a lot of work to be done in the organisational and legislative sphere. Also the teachers should be provided with a quality language training that would contribute their professional development.

– Sylvie Doláková
Masaryk University Brno and Freelancer
www.sylviad.cz

The 14th ELTA Serbia Conference – "One child, one teacher, one book & one pen can change the world"

This was a very special conference for me since I come from Belgrade but now live and work in Prague.

It was very interesting to compare how the ELT communities in these two countries function. A lot of eager and professional colleagues always in search for ways to improve their practice are to be found everywhere in the world. Serbia is no exception. I was more than happy to share my work experience in the workshop I gave at this conference. Although international cooperation is not a new idea, the eTwinning organization has only just come to Serbia. Therefore the little experience I have with these projects was certainly motivating for Serbian teachers to hear about. The second topic of my workshop ("CLIL – it takes time, but it's worth it") was obviously CLIL. We all came to the conclusion that the ways we work with it is very similar throughout the world: starting from English across the curriculum as part of the units to whole topics which include scientific experiments are to be seen in our lessons.

Meeting the top professionals of the ELT world is one of the best things about conferences such as this one was. It was easy to get inspired when one can see how

much energy and true devotion to their work these people have in them. I would like to mention few names: Dr Helena Curtain was so kind to let us know about how CLIL is done in the USA. It was good to get some practical tips on teaching first graders in elementary school from Anna Kolbuszewska, and to compare the experience of living in the Czech Republic with Tim Bowen was a lot of fun. The genuine love for the Balkans and Serbia which was felt in Mark Andrew's closing plenary was an inspiration as well.

Helena Curtain, the opening plenary speaker at the ELTA Serbia Conference

I would like to thank all the colleagues who made this conference possible and special thanks goes to Libuše Kohutová who sent me on this beautiful first journey as a leader of the workshop.

<div align="right">

– Jasmina Falge
ZŠ Edvarda Beneše, Praha
jasmina_falge@centrum.cz

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25th BETA-IATEFL Annual International Conference at Plovdiv University, Bulgaria

TEACHING AND LEARNING ENGLISH: FROM NO TECH TO HIGH TECH.
HOW TO MOTIVATE LEARNERS

The 25th BETA-IATEFL conference took place in 3rd - 5th June 2016, and the pre-conference event was titled **CLIL with Young Learners**. Below is my summary of the presentations I participated in.

Sandie Mourão: Making the Impossible Possible - Play in English
Sandie Mourão is an independent scholar, teacher educator, author and a NILE Training Consultant from Portugal.
The typical pre-primary language focused activities led by the English teacher can support and promote independent child-initiated play in English. Sandie discussed formats, free play and autonomy and shared some research that demonstrated how English in pre-primary develops whole child. She presented how English can be integrated into the child's daily activities and emulate pre-primary practices.

Pre-primary education
- from 3 years to official school entry age
- might not be compulsory education
- state and private education

Educational attributes of pre-primary education include
(…) interaction with peers and educators and play-based activities which can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy and school readiness.
(UNESCO-UIS, 2012 - 27)

Language education in pre-primary education
… children should be exposed to the target language in a meaningful and, if possible, authentic settings, in such a way that the language is spontaneously acquired rather than consciously learnt (p. 17)
Language learning should be integrated into contexts in which the language is meaningful and useful, such as everyday or playful situations (p. 14)
European Commission, 2011
Is language education in pre-primary about teaching content or is it about integrating language?

What is play?
Play is child's work and means whereby he grows and develops. Susan Isaacs, 1949 9
Play is a source of development and creates the zone of proximal development. (Lev Vygotsky, 1978; 74)
Real play is essentially dramatic or make believe:

1. The creation of an imaginary situation
2. Taking on and acting out roles
3. Set of rules determined by these specific rules   (Lev Vygotsky, 1978; 74)
Child-initiated play - the opportunity to explore materials and situations for oneself. (Janet Mayles, 1989; 14)

Adult-led practices + Structured child-initiated activity = Effective early years education programmes

Structured child-initiated / free play
Learning centres / Learning areas (initiated and described by Jean-Ovide Decroly (1971 - 1932) and Maria Montessori (1870 - 1952)

How can English be taught:

Usual school activities:	ELAs (Early Language Areas):
Circle time	Construction
Table time	Reading
	Writing
	Garage
	Science
	Outside
	Games
	House
	Computer

Getting the balance between child-initiated play and adult-led play
Early language learning: Instructed foreign language + low exposure
- discrete language skills
- dissociated from other learning processes
- short period of time / week
- peripatetic English teachers

In English language teaching we use
Circle time
Table time
How can we foster child-initiated play in another language?
Is it possible to balance teacher-led and child-initiated play-based activities in target language use and development?

English learning areas (ELAs) - different spaces for children in all above mentioned spheres (Construction, Reading, Writing, Garage, Science, Outside, Games, House, Computer)

English learning areas (ELAs)

An ELA in Cyprus   An ELA in Italy

Collaboration:
English teacher - Language mediation and resources
Pre-primary professional - Space and time

What do children do?
Anecdotal evidence from pre-primary teachers:
- they imitate the English lessons
- play with resources
- invent games
- correct each other
- use English and MT
- there's evident motivation

Interviews with children, conducted y the means of a Teddy bear who wants to know:
                    - What is English?
                        - Why do you have to learn English?
                        - What do you do in English?

What do children do: - I play there sometimes
                        - I play with the English puppet
                        - I read stories
                        - I play with the dice, bingo and noughts and crosses
                        - I learn words in English and then I play games in English
                          with the dice and I say 'I'm the best'
                        - I like the game where we hide an object or an animal
                           and the other one has to guess
                        - I can choose one of the games to play and I play lots
                          of things

Beware!
We can play for children's play
But we cannot plan children's play.

Development of capacities

Social, cognitive and linguistic lead to child's autonomy.
Autonomy is a capacity - for detachment, critical thinking, decision making and independent action. (David Little, 1991; 5)

Principle 4 of early childhood education
Children learn best when they are given appropriate responsibility, allowed to experiment, make errors, decisions and choices, and are respected as autonomous learners. (Tina Bruce, 2011; 47)

Formal instruction
Adult-led play → child-initiated play → mastery, practice, revision → restructuring accommodation → accretion   (Janet Moyles, 1989; 16)

Implications for planning and implementing an English programme in pre-primary
Collaboration
- setting up the ELA
- language mediation and resources (Et)
- time and space (Ppt)
- provide feedback (Ppt)
- share information for assessment (ppt)

Implications for planning and implementing an English programme in pre-primary
The English learning area
- resources
- replicate English sessions
- attractive and lasting
- bought or made
- teacher created or child created

Play
- value play
- value different types of play
        - solitary play
        - cooperative play
        - symbolic play
- enable play in all contexts

Progression
- Observation opportunities
        - looking at progress
        - planning progression

Why learn another language? (an interview)
            - to learn.
            - It's to know another language, so I don't speak just my mother tongue.
            - So I can know everything.
            - Because we are serious people.
            - So we can play.

Planning for child-initiated, free play should be part of our early years English programmes, it is essential in the creation of a rich learning environment that involves learning with and through another language. Sandie Mourao, 2014; 263
It's about integrating the language

Formats to support child-initiated play in English
What are the teachers' roles?
Teacher as a mediator - directly involved in play (e.g. play tutoring)
Teacher as planner - organizes resources, space and time

Play in English:
Adult-led / directed play - formal instruction, requires whole class interaction - interaction with teacher and peers
Child-initiated / free play - informal instruction, group - pair interaction, interaction with peers

Teacher as a mediator - play tutor:
1. a sequential structure
2. clearly marked roles
3. Scripts to support communication

A format example:
Flashcards are face-up in a row on the floor
Teacher: Let's play What's missing? Close your eyes!
Cc: (cover their eyes with their hands)
Teacher: (Turns a flashcard face down) Open your eyes. What's missing?
Cc: (Call out)
Teacher: Raise your hands.
Cc: (Put hands up)
Teacher: Diogo, what's missing?
Diogo: (A) triangle.
Teacher: Is it a triangle?
Cc: Yes!
Teacher: (Turns over flashcard) Yes, it's a triangle. Very good.

Sequential structure
1. Teacher asks children to close their eyes
2. Teacher takes away a card
3. Teacher asks children to open their eyes
4: Children guess the missing card

Script:
Let's play What's missing? Close your eyes! No cheating!
Open your eyes. What's missing?
Raise your hands.
A (object)
Is it a (object)?
Yes, it is. / No, it isn't.
Children have language to use when the English teacher is not present in a school.

When children are not exposed to English, they still do the activities, they "play make-believe English lessons", using the structured, acquired language.

Stefka Kitanova
Eggs. For Science. For Fun. For Kids.

Why eggs?
Because they are perfect.
We can talk about shapes, colours, origin (Which animal…?), compare the sizes (ostrich vs finch), interesting facts (1 ostrich egg equals 23 hen eggs - can you imagine how many people could eat an omelette from just one egg? :-)
Different kinds of eggs (turtle ones, chameleon ones)
One egg grows in a hen for … days. When you boil it and cut with a very sharp knife, you will be able to see the rings - one for each day…
Eggs in poetry
Eggs in art
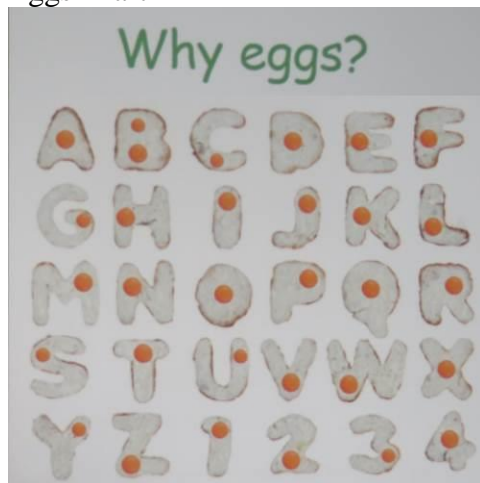
Zhivka Ilieva, Dobrich College, Shuman university
CLIL or an Integrative Approach to Teaching English to Young Learners
Zhivka Ilieva is an associate professor at Dobrich College, Shuman University. She teaches English, Methodology, Children's literature in English and she is a teacher trainer
In her talk, Zhivka presented a programme based on cross-curricular integration introduced in kindergardens and 1st grade classes. The teachers can use free on-line materials, books and activities they use during other subjects which enables them to combine integrative links.
She introduced a lot of worksheets with different tasks that make children think and learn.

Using digital tools in the EFL classroom to develop learner autonomy
Prof. Dr. Christian Ludwig, University of Karlsruhe

Learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's need and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a social, responsible person. An

autonomous learner is an active participant in the social processes of learning, but also an active interpreter of new information in terms of what she/he already knows. (Dam, Eriksson, Little, Millander, Trebbi, 1990; 102)

Autonomy is "the learner's psychological relation to the process and content of learning - a capacity for detachment, critical reflection, decision-making and independent action. (Little, 1991; 45)

Developing learner autonomy:
Teacher directed and student directed planning what to do, carrying out the plans, evaluating the insights gained and new planning through dialogue and negotiation.
Why do you play video games?
Evolutionary factors
- storytelling
- skills practice

Behavioural, psychological and physical factors
- motivation
- flow
- goals, challenges and rewards
- challenge and mastery
- fantasy
- personal empowerment
- stress relief
- social contact

Digital game-Based learning
- Fun at last!
- Meet the challenges of the Games Generation:
1. twitch speed vs. conventional speed
2. Parallel vs. linear processing
3. Graphics vs. text first
4. Random access vs. step-by-step
5. Connective vs. standalone
6. Active vs. passive
7. Play vs. work
8. Payoff vs. patience
9. Fantasy vs. reality
10. Technology-as-friend vs. technology-as-foe

Life's a video game
Life is a video game,
Or so it seems.
It's difficult, hard to beat.
Just don't give up right away,
Beat the game.
But always remember,
Once the game has been beat,
You're dead.
Never to come back alive.
It's done there, nothing left after.

So enjoy the game while you're playing,
Making it last a while.
Don't pass up a level,
Don't cheat the game,
Take your time.
Kaylynn Rose (19 July, 2012)

Conclusion:
Developing learner autonomy is an on-going process.
Multi-level collaborative learning is vital for fostering learner autonomy.
Processes of group creation, group discovery, group negotiation, and group sharing are inherent to the process of becoming more autonomous.
Digital media can give learners more genuine room to build a community of practice and to act as agents who construct the terms and conditions of their learning within this community.
Opportunities to interact and negotiate meaning (agency)

Kristina Laova
When all Other Means of Communication Fail, Try Words

Diverse speaking activities
- imitative performance (repetition)
    - memory games
    - look, listen and repeat
    - songs, chants
    - re-telling a story
- intensive performance (drills) - reading out loud
- responsive performance (questions - answers) - guessing games
- extensive performance (monologue) - re-telling a story / picture description
- drama activities (acting out, role play, simulation)

Popular activities to develop speaking:
- questions and answers - spot the differences between two pictures
- picture clues - sequence pictures in chronological order
- role play vs acting out
- miming
- simulation
- memory games
- jigsaw tasks
- twenty questions (bar Kokhba)
- interviews
- for and against (debates)
- projects
- monologues
- online audio communication and video interaction (Skype, ICQ, MSN, Facebook)

Opponents of correction
- teachers correct inconsistently, sometimes wrongly
- students are sometimes hurt by being corrected
- students may not take corrections seriously

- correction may interfere with fluency
- learners do not learn from the correction
A coach is someone who can give correction without causing resentment. (John Wooden)

Error correction stages
- detection
- identification
- interpretation
- correction
- prevention

Ways of corrections
- self-correction
- peer correction
- teacher correction

Verbal dealing with error correction
- recast
- denial
- clarification request
- repeating
- echoing
- metalinguistic feedback
- questioning
- ignoring
- non-intrusive immediate feedback
- delayed correction
- grammar auction
- error dictation

Non-verbal correction
- timelines
- personalisation

Non-verbal ways to do error correction
To interrupt or not to interrupt?
Immediate or delayed correction?

Sandie Mourão: Pictures, Words and the Gaps between - a No Tech Resource for the Classroom

Picture books:

Simple:
1. Selected for pre-school and primary ELT
2. Illustrations synchronize with words
3. Illustrations are pleasing
Č. Contain predictable, repetitive cumulative language
5. Concept books covering common primary themes

6. Provide secure supportive learning contexts

Complex:
1. Not usually suitable for ELT
2. Illustrations expand and contradict words
3. Illustrations are sophisticated and give multiple opportunities for interpretation
4. Contain rich repertoires of vocabulary
5. Cover themes suitable for older students
6. Challenge students

Example:
We all know the story The house that Jack built.
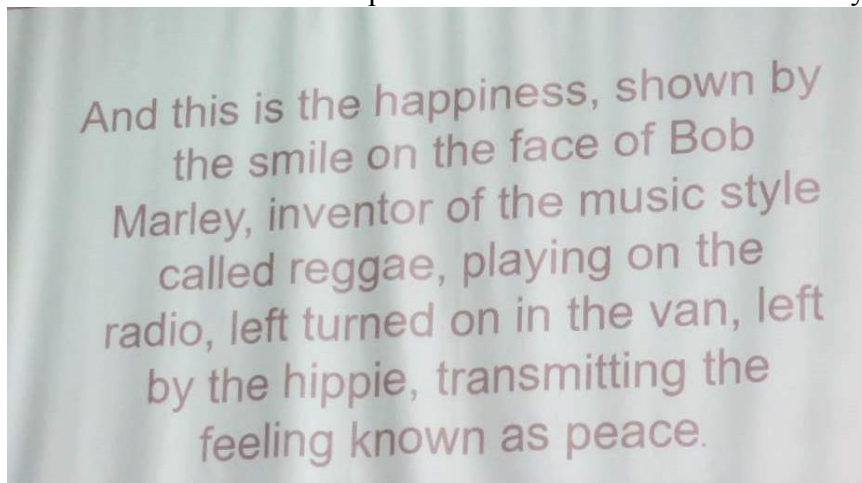Look at this title: THE HOUSE THAT CRACK BUILT
Think of three images and three words that might appear in a picture book with this title.
Write them down.
The shocking and thought provoking story followed about the drug trade and cocaine addiction
(read about the story here)

Sandie Mourão showed a few more examples of students' variations of the story:

And she ended with a conclusion that picturebooks stimulate the imagination and make our students think.
They contribute to developing positive attitudes towards language learning, literature and the world around us.
Picturebooks provide appropriate, authentic learning affordances, resulting in authentic responses and language use for learners of all ages.

Syana Harizanova
Using the English Classroom for Developing Soft Skills
The English classroom can contribute to the process of developing social emotional learning in children as an integral part of curriculum and helps them to grow happier, better and more successful people tomorrow.

What are the "soft skills"?
- communication skills
- decision making

- self-motivation
- leadership skills
- team work
- creativity and problem-solving
- critical thinking
- autonomous learning
- time management and ability to work under pressure

Soft skills - what are they?
- common sense
- a sense of humour
- good manners
- optimism
- empathy
- the ability to be assertive without being aggressive
- the ability to be kind and respectful even when there are disagreements

Why use the English classroom?
- English teachers overall aim is to develop students' communicative skills in English and communication is the key concept when talking about soft skills
- very often communication skills are culture-specific. So it is worthwhile to raise children's awareness of what is appropriate and what is not in Culture 1 and Culture 2 at an early age.
- primary (English) teachers are not just 'language' teachers - they are educators. An English lesson can incorporate activities that can have a deep impact on a child's social and emotional development.

When developing soft skills in the primary classroom, we need to:
- take into consideration the children's age, level and overall development
- integrate smoothly and naturally soft skills with the other aspects of learning
- select / design activities that allow active, experimental, hand-on learning.

Some strategies for developing SSs
- model manners (!!!)
- assign classroom jobs
- design large and small group activities
- introduce big buddies
- plan and carry out explicit instructions
- play games that involve give and take
- work on a "thinking story" - one that raises moral, personal or philosophical issues (friendship, fairness, freedom etc.)
- ask questions that provoke alternative responses e.g. Is it OK to lie? When would it be OK to lie? Think of a good reason to reveal somebody's secret.
- link a textbook topic to a practical task, e.g. choosing a birthday present according to someone's likes/dislikes, planning shopping within a certain budget

Aleksandra Zaparucha
Fun with Drama for All Ages
This workshop presented useful drama techniques to warm up vocal cords, body and brain. The activities practised all language skills as well as memory, spatial thinking in a relaxed, friendly atmosphere.

Desislava Terzieva, Zhivka Ilieva
Play with Very Young Learners
A compilation of activities that keep children on toes; songs with movement, TPR, worksheets.
The lively presentation turned into a discussion about assessment practices, which might be a good topic for next conference.

I would like to thank the **Czech Association of the Teachers of English** (ATECR) for enabling me to represent them at the conference and **BETA Bulgaria** for their kind hospitality and warm welcome with which they hosted all representatives at their wonderful event. I really enjoyed the event and the whole visit to Bulgaria; I found a great, picturesque country with sincere people, a friendly atmosphere and splendid guests, nightingales at night and a wonderful scent (lime trees in blossom and traditional roses ☺ everywhere).

– Mgr. Sylvie Doláková
Masaryk University Brno and freelancer
www.sylviad.cz

Please visit the ATECR

website:

http://atecr.weebly.com

TEACHING VOWEL SOUNDS: THE DIFFERENCES BETWEEN ENGLISH AND CZECH

In this study we focus on the differences between Czech and English monophthongs and on typical mistakes in Czech learners' English pronunciation caused by such differences. We try to suggest some teaching tips and ideas and some practical activities for teachers of English in the Czech Republic to use in class.

1. Starting situation

Mapping the current situation in the field of ELT in the Czech Republic shows that the results in pronunciation are relatively disappointing. Most Czech learners of English do not understand the differences between Czech and English vowel sounds and tend to use the Czech vocalic system in their target language. Their English pronunciation is then heavily influenced by their mother tongue.

In principle, this state is based on two reasons:

a) Most Czech learners of English did not acquire the English sound system in their early childhood (they were not exposed to English when they were very young, especially between the ages of two and six), and have no sense of English language phonemes in their later years.

b) Ignoring this situation, schools do not always provide proper phonetic instruction or sufficient pronunciation practice.

2. Theoretical background

2.1 Challenges in quantity and quality of vowels

There are two important aspects in a vowel – its length (quantity) and the exact place of articulation (quality). These two aspects operate simultaneously.

Unlike Czech, in English vowels the basic contrast *short* x *long* cannot be applied. Vowels are mainly distinguished by quality (observing the correct articulation, which is different for each vowel). Quantity is always relative (the same vowel may have a completely different length in different contexts). Division of vowels to "long" and "short" /iː, ɑː, ɔː, uː, ɜː versus ɪ, e, æ, ʌ, ɒ, ʊ, ə/ is based on the assumption that we compare the length of long vs. short vowels in a very similar context (e.g. *beat x bit*, or

bead x bid, where /iː/ is relatively long to /ɪ/). Unless the context is similar, cutting into *long x short* does not work (e.g. *beat x bid*). The quantity of vowels is, in fact, determined by the type of the consonant which follows (voiceless x voiced), by the position of the word in a sentence, by the emotionality of the utterance, stress and other circumstances. Therefore the English vowel length has a different (secondary) character than the opposite of *long* and *short* in Czech.

By Czech terms "long – short", the English /æ/, for example, is virtually unclassifiable. In *The cat is mad!* the /æ/ in *cat* (followed by a voiceless /t/) sounds short and clipped, whereas the /æ/ in *mad* (followed by a voiced /d/; lengthened by the end-of-sentence position and the emphasis of the utterance) would fall into the category of long vowels.

Relativity of the length of English vowels does not fit into the structure of the Czech vocalic system. In the Czech language, there are ten monophthongs /a, e, i, o, u, á, é, í, ó, ú/ and three diphthongs /ou, au, eu/, of which long /ó/ and the diphthongs /au/ and /eu/ are not found in native words. Vowel pairs are distinguished primarily by varying the quantity ratio of length of 1: 2 (a – á, e – é, i – í, o – ó, u – ú), producing minimal pairs (words with different meanings): *pak – pák, lest – lézt, byt – být, boje – bóje, uhel – úhel* (in English translation: *then – levers, deceit – climb, flat – be, fights – buoys, charcoal – angle*).

Because, in terms of pronunciation, Czech vowels represent only five areas / a, e, i, o, u /, vowel quality can vary greatly (there are many individual realisations). Not so in English, where there are twelve different monophthongs /iː, ɪ, e, æ, ɑː, ʌ, ɒ, ɔː, ʊ, uː, ə, ɜː/ (plus another eight diphthongs /aɪ, eɪ, ɔɪ, aʊ, əʊ, ɪə, eə, ʊə/ and five triphthongs / aɪə, eɪə, ɔɪə, aʊə, əʊə,/) and where it is necessary to pronounce more accurately.

Unlike Czech, long English vowels are not just simple extensions of their short counterparts (/iː/ is not an extended version of /ɪ/, /ɑː/ is not prolonged /ʌ/, /uː/ is not a longer version of /ʊ/ etc.). Phonemic transcription reflects this and therefore uses different vowel symbols to show the quality /i - ɪ, ɑ - ʌ, u - ʊ, ɔ - ɒ/ and also a special length mark made of two dots /ː/ to transcribe the quantity.

In fact, it is not essential to use length mark /ː/ to show the quantity, because in the context, the vowel symbol itself automatically carries information not only about the quality but the quantity as well (/i/ in a similar context is always longer than /ɪ/ etc.; compare *beat* /i(ː)/ and *bit* /ɪ/, for example). Moreover, in different contexts (*beat x bid*), the length mark /ː/ can be misleading. It is especially problematic in Czech natives, who only work with two invariable vowel lengths in their first language (both incommensurable with those in English). Respecting the length mark (in combination with the Czech tendency to maintain the same quality for short and long vowels and together with the typical Czech assimilation of voice) results in Czechs pronouncing English couples like *beat – bead, bit – bid* with the same quantity and quality. Listeners are then unable to distinguish such couples.

2.2 General differences between English and Czech monophthongs

a) The difference in total amount

In the present Standard British English (BBC English), there are twelve different monophthongs: /iː, ɪ, e, æ, ɑː, ʌ, ɒ, ɔː, ʊ, uː, ə, ɜː/. In the Czech language, there are ten monophthongs /a, e, i, o, u, á, é, í, ó, ú/, of which long /ó/ is not found in native words.

b) The timbre

Every speech contains personal timbre of the speaker (colour of a particular voice) and the timbre of the different vowels. That is why it is important to expose students to a foreign language in the implementation of various speakers (people with higher and deeper voices, males and females).

The way the various English native speakers articulate amplifies certain frequencies in the mouth, throat and nasal cavities and at the same time suppresses others. The amplified (typical) frequencies characterise the individuality of each vowel. In Czech, this attribute is minimal.

c) Suprasegmental character of English vowels

English vowels are much more dependent on the context (the syllable, the word, the position of the word in a sentence, the emphasis, the foot, stress, intonation etc.). For example, the quantity of English vowels depends on the nature of the following sounds (has a suprasegmental character). Czech vowels are relatively independent (have more of a segmental character).

d) The base of articulation

The fundamental difference in articulation between Czech and English vowels lies in the position of the tongue. In Czech, the tip of the tongue is almost always in contact with the lower floor of the oral cavity (with lower incisors, the gums or the soft parts of the floor of the mouth). In English, the tip of the tongue is loose, faces up, and hardly ever comes into contact with the floor of the mouth. Czech learners of English must keep this distinction in mind before they start pronouncing any English vowels.

2.3 The oral resonator

It should be noted that the articulation of a vowel is based on the formation of the resonator. The tone of the resonator is dependent upon its volume and the opening. The smaller is the resonator, the higher is its tone. But the smaller the aperture, the lower tone rises. The size of the oral resonator is regulated by the position of the tongue; the size of the aperture is regulated by the lips. This is important for the tone of the vowels. For example, the Czech /í/ in *bít* (beat) produces a lower tone than the corresponding English vowel of the word *beat*, which means that in the English articulation, the tongue must be shifted up towards the palate to create a smaller oral resonator than in the corresponding Czech vowel. (The role of the lips is minimal.)

Higher or deeper tone of the corresponding Czech and English vowels can be demonstrated by whispering the two sounds consecutively. Whisper instead of loud realisation is highly recommendable, because the audio effect is not interfered by voicing. This way the learners can check the approximate accuracy of their English pronunciation (assuming that their Czech pronunciation is correct).

2.4 Vowel length difference before a voiceless consonant

One of the most important aspects concerning the pronunciation of both vowels and diphthongs in English is that vowel length is directly dependent on the nature of the following sounds. On the one hand, voiceless consonants /p, t, k, ʧ, f, ɵ, s, ʃ/ shorten preceding vowels. For example, in the word *cat* /kæt/ the sound /æ/ is short and clipped (similarly, the diphthong /aɪ/ in *bite* or *height*).

The quantity of the vowel is dependent on the context to the extent that e.g. in the word *beat* (where /iː/ comes before a voiceless /t/ sound) the vowel may be of the same length or even shorter than the vowel /ɪ/ in *bid* (where /ɪ/ is followed by voiced /d/).

On the other hand, if a vowel occurs before a voiced consonant /b, d, g, ʤ, v, ð, z, ʒ, l, m, n, ŋ/, it is not shortened and therefore is much longer. Compare *bad* and *bat*. In *bad* the /æ/ sound is considerably longer. In the same way, the diphthong /aɪ/ in *hide* is longer than the "same" diphthong in *height*.

The "un-shortened" quantity of a vowel sound is also found at the end of a word where a vowel is in the final position. If we take the pair *right* and *ride*, and then compare *rye*, the length of the /aɪ/ diphthong when no consonant follows is practically the same as in *ride*; the /aɪ/ in *right* is much shorter than the /aɪ/ in *ride* and *rye*.

In English, the vowel length difference before final voiceless consonants has become the most important factor in distinguishing between geminate consonants in their final position (e.g. t – d, p – b, k – g). In Czech, this difference is very slight or none and has no distinguishing role.

It is very important that Czech learners respect the vowel length, because differences in vowel length can change the meaning of an utterance. Compare: *I always send the emails...* (where /e + n/ before /d/ of *send* is relatively longer and slower) with *I always sent the emails...* (where /e + n/ before /t/ is shortened and clipped). The d/t sound itself of *send/sent* does not give a clue to the meaning, because it passes into the following /ð/ without a plosion. The most important difference is then in the length of the vowels (including the neighbouring /n/).

Czech learners often make mistakes in that they pronounce words like *bit* and *bid* with the same (short) quantity, or words like *beat* and *bead* with the same (this time long) quantity, just in the way they pronounce the vowel length in Czech. Learners also fail in abiding by the variable length of the first element in English diphthongs and pronounce

robe as *rope* and *rode* as *wrote*, being unaware of the fact that vowel length in diphthongs can alter the meaning of words.

The best way to imitate English words is quick, clipped pronunciation of the vowel preceding a voiceless consonant and slower pronunciation before a voiced sound. Comparing English and Czech pronunciation can also be useful, e.g. the first element of /aɪ/ in English *hide* is considerably long and corresponds to /áj/ in Czech word *háj* (grove), while /aɪ/ in *height* is much shorter and corresponds to /aj/ in Czech *haj* (defend).

3. Practical part

If we want to find clues on how to produce good English vowels, we must base our effort on analysing and comparing the Czech and English vocalic systems (we must "see" the differences through the eye of a Czech native). The reason is self-evident: The Czech language is the only material that Czech native speakers can build on and the only way in which the differences and similarities between the two languages can be defined.

As far as articulation is concerned, several differences between the two languages can be identified at the general level, of which we only touch on one – the base of articulation.

When we teach English vowel sounds, it should be noted that before we start pronouncing any English vowels, the tongue needs to be previously pulled away from the lower incisors (lower teeth). Unlike the Czech articulation, in English the tip of the tongue is loose, facing up, and is not in contact with the bottom of the mouth.

In the following part of this study we turn our attention to more concrete features of the most problematic English monophthongs.

Each vowel is described in relation to its Czech counterpart.

Teaching the English /iː/

In class, we should try using a good recording of a native speaker, pronouncing words containing the English /iː/, slowly and carefully, so that the learners can hear the difference between the Czech /í/ and the English /iː/.

Characteristics: This vowel is near to cardinal vowel no. 1 (that is, it is more close and front than the short vowel /ɪ/).

Characteristics in relation to Czech /í/: Most learners can hear that the English /iː/ sounds higher. They do not know how to produce the sound, though. They need instructions from the teacher to know what to do to make it sound "English". The instructor first explains the difference in articulation between the two corresponding sounds, saying that compared with the Czech /í/, in the English /iː/ the tongue is slightly pulled back and up. Then the learners practise the target sound under the guidance of the teacher for as long as is needed.

The learners can tell the difference even better if they whisper the Czech and English sounds one after the other - consecutively. Without voicing, the audio effect is even more distinct.

The most effective thing in teaching vowel sounds is comparing English words with seemingly identical Czech words, because this is the best way to set the English differences off.

TIP for teachers:

Distinguish the English /i:/ and the Czech /í/ respectively in the following words:

sheet – šít, sheep – šíp, meet – mít, seat – sít, beak – býk, neat – nýt, pleat – plít, reach – rýč, beat – bít, peat – pít, yeast – jíst, people – pípl, spleen – splín, heel – hýl, keel – kýl, team – tým, deem – dým, lean – lín, clean – klín, seal it – sílit.

At the same time, learners should also practise the change in vowel length before a voiceless consonant. The English /i:/ is considerably shorter and sounds even higher before a voiceless consonant.

Compare: *beat – bead, seat – seed, feet – feed, cease – sees, leaf – leave.*

We can proceed analogically with most other vowels.

Teaching the English /ɪ/

Characteristics: This vowel is in the close front area. Compared with cardinal vowel no. 1 it is more open, and nearer in to the centre. The lips are slightly spread.

Characteristics in relation to Czech /i/: more relaxed, the tongue is slightly pulled back and down; sounds lower than the Czech /i/; the tongue is further apart from the hard palate (roof of the mouth), the jaws are more open, the tip of the tongue faces up (in Czech, the tip of the tongue touches the lower teeth). The farther from a stressed syllable, the lower the English /ɪ/ sounds, e.g. in the word *possibility,* the final sound is the lowest.

TIP for teachers

Distinguish the English /ɪ/ and the Czech /i/ respectively in the following words:

bit – byt, lit – lid, list – list, bitch – bič, hit – hit, stick – styk, kit – kyt, sip – syp, miss – mys, rick – ryk, pill – pil, sill – sil, still – styl, tip – typ, spit – zpit, mill – myl, bill – byl, chin – čin, chilly – čili, Billy – byli, Dolly – doly, plenty – plenty, tawny – tóny, badly – bedly, lucky – laky, sticky – styky, nervy – nervy, sadly – sedli, fit – fit, slip – slib, trick – trik, nickel – nikl, nosey – nouzi, teddy – tedy, copy – kopy, tell it – telit, seal it – sílit.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *bit – bid, hit – hid, pick – pig, hiss – his, lit – lid.*

It should be noted that if English vowels are followed by a voiceless consonant, they are always shorter than the corresponding Czech vowels, compare *bit x byt*. On the other hand, if English vowels are followed by a voiced sound, they tend to be longer than the corresponding Czech vowels, compare *bill x byl*.

TIP for teachers

Comment on the differences between these English words (in terms: shorter/clipped, higher, longer, lower):

bit – beat, bid – bead, hit – heat, hid – he'd, it – eat, rid – read, fit – feet, did – deed, sit – seat, sin – seen.

Teaching the English /æ/

The English /æ/ can be contrasted with the Czech /e, é/.

Characteristics: This vowel is front, but not quite as open as cardinal vowel no. 4. The lips are slightly spread.

Characteristics in relation to Czech /e, é/: /æ/ is halfway between /a/ and /e/, widely open, the tip of the tongue is not in contact with the lower teeth, the resulting tone is much lower than in Czech /e, é/.

TIP for teachers

Distinguish the English /æ/ and the Czech /e/ respectively in the following words:

rat – ret, mat – med, lamb – lem, badly – bedly, barrow – berou, lap – lep, match – meč, tackle – tekl, saddle – sedl, sad note – sednout, chattel – četl.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *lack – lag, sat – sad, cap – cab, back – bag.*

Learners should remember that if we compare the English "jam", for example, with its Czech equivalent ("džem"), the English vowel is much too long to be used in the corresponding Czech word (and vice versa).

TIP for teachers

Distinguish /æ/ and /e/ respectively in the following English words:

sat – set, mat – met, bat – bet, bag – beg, dad – dead, sad – said, pan – pen, than – then, had – head, bad – bed, lad – led, land – lend, latter – letter.

Teaching the English /ʌ/

Characteristics: This is a central vowel. It is more open than the open-mid tongue height. The lip position is neutral.

Characteristics in relation to Czech /a/: the English /ʌ/ is half way between the Czech /a/ and neutral /ə/, the English /ʌ/ is less open than the Czech /a/, the tip of the tongue faces up.

TIP for teachers

Distinguish the English /ʌ/ and the Czech /a/ respectively in the following words:

hut – had, shut – šat, luck – lak, tuck – tak, cut – kat, plus – plaz, nut – nad, must – mast, pus – pas, tucked – takt, stuff – stav, dull – dal, run – ran, come – kam, dully – dali, lucky – laky, puddle – padl, ruddy – rady, mummy – mami, nullity – nality, putty – paty.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *duck – dug, tuck – tug, buck – bug, cup – cub, bus – buzz.*

Teaching the English /ɑː/

Characteristics: This is an open vowel in the region of cardinal vowel no. 5, but not as back as this. The lip position is neutral.

Characteristics in relation to Czech /á/: the tongue is pulled back and pushed down, the tip of the tongue faces up, the sound is made at the back of mouth; the resulting tone is lower.

TIP for teachers

Distinguish the English /ɑː/ and the Czech /á/ respectively in the following words:

past – pást, pass – pás, dart – dát, cart – kát, part – pád, start – stát, mar – má, darn – dán, psalm – sám, parcel – pásl.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *heart – hard, cart – card, half – halve, calf – carve, start – star* (*r, l* are silent letters).

Again, in seemingly identical English and Czech words, the English vowel preceding a fortis consonant is considerably shorter than its Czech counterpart (*mark x mák, lark x lák, park x pák, half x háv, tart x tát, smart x smát*). On the contrary, the English vowel preceding a lenis consonant is considerably longer than its Czech partner (*darn – dán, psalm – sám*).

Teaching the English /ɒ/

Characteristics: This vowel is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.

Characteristics in relation to Czech /o/: the English /ɒ/ is more open; sounds higher

TIP for teachers

Distinguish the English /ɒ/ and the Czech /o/ respectively in the following words:

hot – hod, rock – rok, lock – lok, loss – los, cost – kost, plot – plot, pot – pot, block – blok, sop – sob, pop – pop, hop – hop, stop – stop, boss – bos, shock – šok, on – on, robot – robot, body – body, copy – kopy, politic – politik, polity – polity, strop – strop.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *not – nod, lock – log, dock – dog, cot – cod, mop – mob.*

Teaching the English /ɔː/

Characteristics: The tongue height for this vowel is between cardinal vowel no. 6 and no. 7, and closer to the latter. This vowel is almost fully back and has quite strong lip rounding.

Characteristics in relation to Czech /ó/: the tip of the tongue faces up, the tongue is pulled back and pushed down, producing a very low tone; the lips are more rounded.

TIP for teachers

Distinguish the English /ɔː/ and the Czech /ó/ respectively in the following words: *caught – kód, gall – gól, Paul – pól, torn – tón, tawny – tóny, naughty – nóty.*

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *brought – broad, caught – cord, bought – board, port – poured, sought – sword.*

Teaching the English /ʊ/

Characteristics: The nearest cardinal vowel is no. 8, but /ʊ/ is more open and nearer to central. The lips are rounded.

Characteristics in relation to Czech /u/: the tongue shifts slightly to the front; sounds higher; the lips are less rounded.

TIP for teachers

Distinguish the English /ʊ/ and the Czech /u/ respectively in the following words:

book – buk, look – luk, took – tuk, put – pud, bush – buš, soot – sud, bullet – bulit, cook – kuk.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *put – pull, foot – full, hook – hood, putting – pudding.*

Teaching the English /uː/

Characteristics: The nearest cardinal vowel to this is no. 8, but it is much less back and less close, while the lips are only moderately rounded.

Characteristics in relation to Czech /ú/: the tongue shifts to the front and moves up, the tip of the tongue faces up, the lips are more rounded, sounds higher.

TIP for teachers

Distinguish the English /uː/ and the Czech /ú/ respectively in the following words:

pool – půl, cool – kůl, doom – dům, stool – stůl, oozy – úzy, coolie – kůly.

Vowel length difference (the change in vowel length before a voiceless consonant)

Compare: *root – rude, proof – prove, suit – sued, the use – to use, loose – lose.*

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What Will Happen Because of the Brexit Referendum Results?

This article follows up last year's *ATECR Newsletter* article where the question of this referendum was first brought up[1] and its possible implications were referred to.

"Brexit means Brexit" - these words by Prime Minister Theresa May seemed like a confirmation of the validity of the referendum, which took place on 23rd June 2016.[2] On this date British voters decided to leave the European Union after 43 years of membership.[3] The name for this act comes from the blending of two words Britain and Exit.[4] Before 2009 when the Lisbon Treaty was ratified, no legal way for a member state existed for leaving the EU. (On this treaty itself Ireland held a referendum twice after it was rejected on the first vote[5])

Immediately after the results of the referendum were published, a debate ensued whether there should be a "soft" or "hard" BREXIT. The question here lies in the difference between whether Great Britain should keep access to the European common market or prefer a more protectionist trade approach. The free movement of people, goods, services and capital is one of the fundamental statements of the European Union.[6] The current Prime Minster Theresa May supported the "hard" variant in the past,[7] even though she said that she considers

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[1] Christopher Koy, "Will the UK Leave the European Union" In: *ATECR Newsletter summer 2015* pp.45-46
[2] COWBURN, Ashley: Theresa May says „Brexit means Brexit" and there will be no attempt to remain inside EU. [online] 11th July 2016 [quoted 6th December 2016] available:
http://www.independent.co.uk/news/uk/politics/theresa-may-brexit-means-brexit-conservative-leadership-no-attempt-remain-inside-eu-leave-europe-a7130596.html
[3] TRUEMAN, C. N: „A History of the European Union and Great Britain . [online] 27th March 2015[quoted 6th December 2016] available: http://www.historylearningsite.co.uk/british-politics/a-history-of-the-european-union-and-great-britain/
[4] Oxford University Press: The definition of Brexit in English [online] date unknown. [quoted 6th December 2016] available: https://en.oxforddictionaries.com/definition/brexit
[5] Ministry of Foreign Affairs of the Czech Republic: Process of Ratification in the EU Member States [online] 23rd November 2009 [quoted 6th December 2016] available:
http://www.mzv.cz/jnp/en/foreign_relations/european_union/treaty_of_lisbon/process_of_ratification_in_the_eu_member.html

[6] European policy: The Four Freedoms [online] 2016 [quoted 6th December 2016] available: http://www.europeanpolicy.org/en/european-policies/single-market.html
[7] WATTS, Joe: Theresa May indicates „hard Brexit" and dismisses free movement deal to keep single market access" [online] 2nd October 2016 [quoted 6th December 2016] available:
http://www.independent.co.uk/news/uk/politics/theresa-may-hard-brexit-soft-article-free-movement-deal-single-market-access-a7341886.html

the choice between "soft BREXIT" and "hard BREXIT" as a "false dichotomy."[8] Nevertheless, her opinion is that Great Britain could control migration while keeping good relations in the field of security and trade.[9] This approach already exists for example in the case of Switzerland. However, this approach, called "à la carte" or simply "choose what you want" from the advantages and leave all the disadvantages of EU membership, goes straight against both the view of the President of the European Commission Jean-Claude Juncker (as well as the practice of all former Presidents of the European Commission), so there is consensus against this selective "à la carte" approach by Great Britain.[10] The results of voting are obvious from the image shown below:
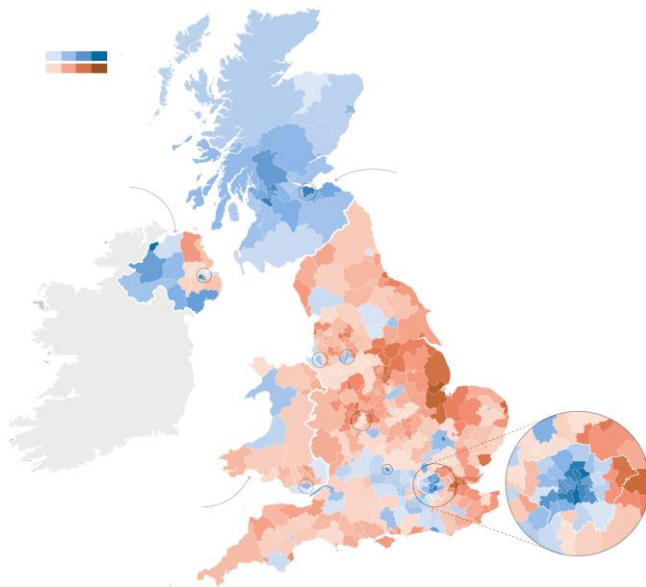
Citizens from the typical larger metropolis such as London, Manchester and Liverpool voted for remaining in the EU, whereas the English rural regions voted to leave. For example, in Oxford and its surrounding area, 70 percent of people voted to remain.[11] The presence of

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[8] PIPER, Elizabeth: May´s changing vocabulary signals shift from „Hard Brexit" [online] 18th November 2016 [quoted 6th December 2016] available: http://uk.reuters.com/article/uk-britain-eu-may-speech-insight-idUKKBN13D0MK

[9] PIPER, Elizabeth: May´s changing vocabulary signals shift from „Hard Brexit" [online]18th November 2016 [quoted 6th December 2016] available: http://uk.reuters.com/article/uk-britain-eu-may-speech-insight-idUKKBN13D0MKhttp://uk.reuters.com/article/uk-britain-eu-may-speech-insight-idUKKBN13D0MK

[10] An Unknown author, Juncker: No „a la carte" access to EU internal market for UK[online] 14th September 2016 [quoted 6th December 2016] available: http://www.bbc.com/news/world-europe-37360914

[11] An unknown author: EU referendum: Oxfordshire votes remain [online] 24th June 2016 [quoted 6th December 2016] available: http://www.bbc.com/news/uk-politics-eu-referendum-36615408

the famous university, which might be another key in the analysis of the results is the level of education, whereas in the rural areas usually live people with the lower achieved education. It could be clearly explained through the example of London, where the most of the city voted to remain. However, the poorer East End voted to leave. An Englishman teaching at the Faculty of Education of the University of Southern Bohemia in České Budějovice, Thomas Czaban, states to this point that:

> *I think it was a perfect storm involving a combination of different factors. One of these was that people living in neglected areas wanted to see a significant change in their living circumstances; for them any change felt more enticing than no change - even if they didn't properly understand what the EU was or the ramifications of their decision.*[12]

The clearest setting is in Scotland, where people voted to remain in the EU at a ratio of 62 percent to 38. Again, the bigger city, the more "remain" voters. Nicola Sturgeon, the First Minister of Scotland, claims that in the case the United Kingdom leaves the common European market, there will be a second Scottish independence referendum before 2020.[13]

The most curious situation regarding the referendum took place in Northern Ireland. This is only part of the United Kingdom which has a 310 mile long frontier with the Republic of Ireland, which has been a steadfast part of the European Union. The question of any possible cancelation of free movement might be the most significant in this border section of the UK. However, the Republic of Northern Ireland voted to remain in the EU.[14] Now, loud voices are calling for the reunification of both countries on this Irish island.[15]

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[12] Thomas James Czaban graduated from the UEA Norwich and from Leeds Metropolitan University.

[13] ELGOT, Jessica: Sturgeon: second Scottish referendum is likely to be held in event. Of hard Brexit [online] 16 October 2016 [quoted 6th December 2016] available: https://www.theguardian.com/politics/2016/oct/16/nicola-sturgeon-second-scottish-referendum-likely-in-event-of-hard-brexit

[14] GREGOR, Aisch and PEARCE, Adam and RUSSELL Karl: How Britain Voted in the E.U. Referendum [online] 24th June 2016 [quoted 6th December 2016] available: http://www.nytimes.com/interactive/2016/06/24/world/europe/how-britain-voted-brexit-referendum.html?_r=0

[15] The Group of the authors: EU referendum: Northern Ireland votes to Remain [online] 24th June 2016 [quoted 6th December 2016] available: http://www.bbc.com/news/uk-northern-ireland-36614443

Because of the result of the referendum, British Prime Minister David Cameron resigned and was replaced by the more conservative politician Theresa May, who is the country's second female British prime minister after Margaret Thatcher and also a Tory.[16] The second paragraph of the article 50 of the Lisbon Treaty refers to the duration of time within which the negotiations about the exiting of the EU should be completed. This period is two years.[17]

Nevertheless, Therese May stated that she wants to trigger the article 50 by March 2017 which means that the UK will be out of the European Union before the next British general election in spring 2019.[18] The truth is that the United Kingdom paid more money into the European Union budget it than received back. Nevertheless, infamous campaign information against the EU provided by Nigel Farage that the UK had been paying 350 million a week was not true. As Farage stated: "That was one of the mistakes made by the

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[16] Al JAzeera and agencies: Theresa May becomes Britain´s second female PM [online] 14th July 2016 [quoted 6th December 2016] available: http://www.aljazeera.com/news/2016/07/uk-theresa-britain-female-pm-160713164941585.html

[17] EUROSTEP: The Lisbon Treaty Article 50 [online] an unknown date [quoted 6th December 2016] available: http://www.lisbon-treaty.org/wcm/the-lisbon-treaty/treaty-on-European-union-and-comments/title-6-final-provisions/137-article-50.html

[18] ELGOT, Jessica: Theresa May to trigger article 50 by end of March 2017 [online] 2nd October 2016 [quoted 6th December 2016] available: https://www.theguardian.com/politics/2016/oct/01/theresa-may-to-propose-great-repeal-bill-to-unwind-eu-laws

"Leave" campaign."[19] This acknowledgment was only admitted by Farage after the referendum, which means that this false information surely influenced many voters. In fact, Great Britain paid to the EU budget £12.9 billion.[20]

Consequences of BREXIT will be various and largely depend on the negotiations themselves. However, some things are very likely to happen. For example, a big wave of international banks will probably leave the United Kingdom by the beginning of 2017, thereby hurting London financial markets. More than two million people are employed in the banking sector and it contributes about 12 percent to the economy of the United Kingdom.[21] Needless to say, many banks use London as a centre for their activities in European Union. Because of Brexit, will change their headquarters, maybe in favour of the Republic of Ireland or Northern Ireland.[22] Because that the Irish isle is also an English speaking country, current bank employees will not have to learn a new language, which would be necessary in the case of moving to e.g Frankfurt. This will obviously harm the image of London as the centre of European finance.

The position of Czechs currently working or studying in United Kingdom as well as British people who work or study in the European Union is in both cases crucial for interests of students and teachers of English. There are already some hints such as the expression of the British BREXIT minister David Davis who has stated that:

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[19] MCCANN, Kate: Nigel Farage: £350 million pledge to fund the NHS was 'a mistake' [online] 24th June 2016 [quoted 6th December 2016] available: http://www.telegraph.co.uk/news/2016/06/24/nigel-farage-350-million-pledge-to-fund-the-nhs-was-a-mistake/
[20] KIRKUP, James: EU Facts: How much does Britain pay to the EU budget [online] 29th February 2016 [quoted 6th December 2016] available:
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[21] MACGREGOR, Luke: Banks preparing to leave UK over Brexit, says banking body chief executive [online] 24th October 2016 [quoted 6th December 2016] available: http://uk.reuters.com/article/uk-britain-eu-banks-idUKKCN12M0TZ
[22] Reuters: Banks preparing to leave UK over Brexit says top official [online] 23th October 2016 [quoted 6th December 2016] available: http://www.irishtimes.com/business/financial-services/banks-preparing-to-leave-uk-over-brexit-says-top-official-1.2840160

> *It's a legal right, if you've been here five years you have indefinite leave to remain anyway, and if you've been here six years you can be a citizen if you want to. In fact, if anybody in the audience has been here two and a half years by the time we leave they'll have been here five years and so there's no risk to them.* [23]

Thus working in the UK might be no problem for those people, who have already worked in Great Britain for at least two and a half years. Nevertheless, quite problematic might staying in Great Britain for shorter periods, which might be crucial internships of future or present English teachers. However, to start working in post-Brexit Great Britain will be more difficult in the future for Czechs than it is nowadays. In other case, it is likely that the Czech citizens would have to go through the same procedure as the citizens of Switzerland or Norway who are not members of the European Union.

Thomas Czaban here takes a view from the other side of the barricade: what will BREXIT mean for the British people who want to work abroad? "Again, this is just conjecture, but perhaps Brexit will make it more difficult for British native speakers to work in Europe, because the employers may not want to deal with the additional paperwork."

In general it is possible to say, the main things that most of the either foreigners or British inhabitants are afraid of are bureaucratic obstacles. No matter which scenario will become reality, it is clear that 23rd of June was a memorable date for every citizen of the European Union.

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[23] GOODENOUGH, Tom: I'm 100 per cent sure EU migrants working in Britain can stay after Brexit [online] 5th October 2016[quoted 6th December 2016] available:
http://blogs.spectator.co.uk/2016/10/david-davis-im-100-per-cent-sure-eu-migrants-working-britain-can-stay-brexit/

Teaching Legal Fiction and Nonfiction

One of the hotly debated issues in the field of ESP or English for Specific Purposes, is the question of how specific to the field of specialization the English which is taught should be. Recent literature indicates a tendency among ESP teachers to a return to general English [1]. Yet what is meant by "general" English is perhaps better understood by its opposite, by considering what we have in mind by "ESP."

A very big part of the understanding of that word "specific" in ESP is the elimination of the culturally-specific issues which are viewed as immaterial and unimportant to the English requirement of students in such fields as technology, law, medicine and business. Generally, the tradition of teaching literature and culture is the most significant departure from the standard curriculum in teaching English.

I would take the view that this issue is exceedingly under-debated. I view this "cultural ignorance" in teaching ESP as mistaken, and an article published back in 1991 argued this point convincingly. The authors came to this position from EST, or English for Science and Technology: "Science, however, also has its humanistic aspects. It has, for example, both a popular and a classical literature, legends and myths, and moral and aesthetic concerns which vary from culture to culture." [2] For many specialties, cultural or sociocultural significance must not be repudiated and thus wholly neglected. On the contrary, the case of sociocultural significance can utterly improve the competence of the ESP learners in the medical, legal and business professions.

A case in point may be taken in legal English, which I have taught since 1999 at the University of West Bohemia and subsequently in private lessons to practicing lawyers at two law firms. For the upper-intermediate and advanced students, structured tasks aimed at building vocabulary using readings in fiction and nonfiction facilitated discussion among the future lawyers better than standard legal English textbooks [3]. Moreover, these texts show an

approach or perspective to the legal working world matching the needs of these ESP learners. The "other view" these texts show of their profession is most often a critical one, a point of view regularly given by "opponents" of the profession.

A text addresses this perspective squarely, even though it was written by a practicing lawyer. A work of non fiction written by a future president of the U.S. around 1850 The Abraham Lincoln text (see Appendix 2) fits into the scheme of this paper's topic.

In the Abraham Lincoln text, students are first asked to brainstorm (usually in writing) what they think an experienced lawyer might characteristically advise a future lawyer to do. This activity sounds harder than it really is. Many students of law know lawyers or judges, or they may have already received some advice from a professional in the field. The advice given, which I ask students to tell informally, is written up on the board. Then students read the text by Lincoln as homework for the next class meeting.

In the next class meeting, students are also to complete the worksheet that I have passed out to you (see "Appendix 1"). I review the topics that the class produced in the last meeting and discuss a comparison and contrast between the class's "advice" and Lincoln's text. Thematic questions form the basis of the discussion afterward; and vocabulary, which I go over with them to clarify any misunderstanding, is the basis of a vocabulary quiz or comprehensive (mid-semester or end of semester) progress test.

Examples of other texts include a critique of the United States Congress entitled, "Lawmakers as Lawbreakers," [5] and concerns the not only unethical, but also illegal, activities of members of the U.S. Congress in both houses. Although this text is a little bit dated (1971), it shows clearly a standpoint shared by many concerned citizens not only of the U.S. but of countries such as the Czech Republic that their parliamentarians engage in illegal activities and can remain free from prosecution. It is a social phenomenon of mistrust of the legal profession which Lincoln discussed in his "Notes on the Practice of Law."

The next text used in this legal English class is a short story by a well-known, best-selling American novelist, Jay McInerney [6]. Many works of fiction are of negligible use for our purposes, but this one is an exception. It uses legal vocabulary common to the daily practice of law, and it concerns both individual cases of law and the issues of domestic and international justice as well as legal and nominal winners of cases, again an issue also addressed in the Lincoln text. It is scathing in its attack on who wins and who loses cases in the American justice system. It discusses how criminals not only are freed for mere technical reasons, and it shows how criminal the lawyers themselves can be.

The final text is likewise a short story, but of a very different sort altogether, set in Chicago entitled "An Act of Prostitution" [7]. It concerns, as its title indicates, the prosecution of a prostitute, and the plot takes place entirely in the courtroom. This story has none of the typical courtroom drama we read in novels or see on television, but the more authentic observable facts in a typical day in court. "An Act of Prostitution" is very useful and effective for legal English training because of the particularly idiomatic terms lawyers and clients use daily (vocabulary for most law students is not idiomatic) and the discussion it generates, particularly about judges and the nature of power in a courtroom setting.

Notes:

[1] Fanning, P., "Broadening the ESP Umbrella" in *English for Specific Purposes* 12 (2), p. 166.

[2] Baumgardner, R.J., and Kennedy, A., "The Use of Local Contexts in the Design of EST Materials" in *English Teaching Forum* 19 (1), pp. 40-42.

[3] Chromá, M., Coates, T., *Introduction to Legal English* (vol. 1), Prague, Nakladatelství Univerzity Karlovy, 1998.

[4] Lincoln, A., "Notes on the Practice of Law" (1850) in *Selected Writings of Abraham Lincoln* edited by H. Mitgang, New York, Bantam Classics, 1992, pp. 48-50.

[5] Green, M., "Lawmakers as Lawbreakers" in *Who Runs Congress?* 4th edition, by M. Green and M. Waldman, with an Introduction by R. Nader, Boston, Houghton Mifflin, 1972, pp. 221-234.

[6] McInerney, J., "How It Ended" in *Vintage Contemporary Reader* edited by M. Asher, New York, Vintage 1999, pp. 308-321.

[7] McPherson, J.A., "An Act of Prostitution" in *Big City Stories by Modern American Writers* edited by T. and S. Cahill, New York, Bantam, 1971, pp. 278-291.

Appendix 1: Exercises for Abraham Lincoln's "Notes on the Practice of Law"

I. Vocabulary – Define these words briefly, in the given context.

1. diligence	8. draft orders
2. common-law	9. decrees
3. declaration	10. drudgery of law
4. law point	11. exorbitant fee
5. authority (in the books)	12. retainer
6. pleas	13. consideration service
7. to litigate	14. to consent

II. Comprehension questions:

• Why does Lincoln suggest practicing extemporaneous speaking?

• Briefly explain how a nominal winner in a legal case can be the real loser?

• Why is payment for legal services such a sensitive issue, beyond the mere dollars?

• How is the legal profession viewed by people? Why is this impression vague?

Appendix 2: "Notes on the Practice of Law" by Abraham Lincoln (1809-1865)

I am not an accomplished lawyer. I find quite as much material for a lecture, in those points wherein I have failed, as in those wherein I have been moderately successful.

The leading rule for a lawyer, as for the man, of every calling, is diligence. Leave nothing for to-morrow, which can be done to-day. Never let your correspondence fall behind. Whatever business you have in hand, before stopping, do all the labor pertaining to it which can then be done. When you bring a common-law suit, if you have the facts for doing so, write the declaration at once. If a law point be involved, examine the books, and note the authority you rely on, upon the declaration itself, where you are sure to find it when wanted. The same of defences and pleas. In business not likely to be litigated – ordinary collection cases, foreclosures, partitions, and the like, - make all examinations of titles, and note them, and even draft orders and decrees in advance. This course has the tripple advantage; it avoids

omissions and neglect, saves your labor, when once done; performs the labor out of court when you have leisure, rather than in court, when you have not. Extemporaneous speaking should be practiced and cultivated. It is the lawyer's avenue to the public. However able and faithful he may be in other respects, people are slow to bring him business, if he cannot make a speech. And yet there is not a more fatal error to young lawyers, then relying too much on speech-making. If any one, upon his rare powers of speaking, shall claim exemtion from the drudgery of the law, his case is a failure in advance.

Discourage litigation. Persuade your neighbors to compromise whenever you can. Point out to them how the nominal winner is often a real loser – in fees, and expenses, and waste of time. As a peace-maker the lawyer has a superior opertunity of being a good man. There will still be business enough.

Never stir up litigation. A worse man can scarcely be found than one who does this. Who can be more nearly a fiend than he who habitually overhauls the Register of deeds, in search of defects in titles, whereon to stir up strife, and put money in his pocket? A moral tone ought to be infused into the profession, which should drive such men out of it.

The matter of fees is important far beyond the mere question of bread and butter involved. Properly attended to fuller justice is done to both lawyer and client. An exorbitant fee should never be claimed. As a general rule, never take your whole fee in advance, nor any more than a small retainer. When fully paid before hand, you are more than a common mortal if you can feel the same interest in the case, as if something were still in prospect for you, as well as for your client. And when you lack interest in the case, the job will very likely lack skill and diligence in the performance. Settle the amount of fee, and take a note in advance. Then you will feel that you are working for something, and you are sure to do your work faithfully and well. Never sell a fee-note – at least, not before the consideration of service is performed. It leads to negligence and dishonesty – negligence, by losing interest in the case, and dishonesty in refusing to refund, when you have allowed the consideration to fail.

There is a vague popular belief that lawyers are necessarily dishonest. I say vague, because when we consider to what extent confidence, and honors are reposed in, and conferred upon lawyers by the people, it appears improbable that their impression of dishonesty is very distinct and vivid. Yet the impression, is common – almost universal. Let no young man, choosing the law for a calling, for a moment yield to this popular belief. Resolve to be honest at all events; and if, in your own judgment, you can not be an honest lawyer, resolve to be honest without being a lawyer. Choose some other occupation, rather than one in the choosing of which you do, in advance, consent to be a knave.

(Note: The orthography and grammar of Abraham Lincoln has been retained.)

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BRIEF INTERVIEW WITH GUY CHETHAM

Guy Cheetham is the director and founder of TalkTalkCourses, a Slovakia-headquartered language-teaching firm which facilitates public schools (as well as private companies) with trained native speakers. Although the ATECR usually does not present private firms, the activities this company does in the public basic and middle schools up to the gymnasium level interested me greatly, and seems rather unique, so the NEWSLETTER editor interviewed the director.

So I see you come from Hereford. When and how did you start your company?

G. We started the company about five years ago.

So that was in 2012?

G. Yes, and we started in Slovakia, and registered the company in Bratislava, and we did that because I had been working in Slovakia I had been working for a language company offering a number of types of courses for many months, and it became apparent to me that there was a need I could address.

Explain the nature of what your company does.

G. It's really straightforward really. We teach conversation and speaking skills at public schools in Slovakia and the Czech Republic. One of the unique aspects of our program is the use of native speakers, qualified teachers. They will take over classes during the school working day. They teach 6 forty five minute classes, 30 hours for the week.

Do you have any limitations regarding the age groups you teach with? Are you teaching beginning 8 year olds and lower advanced students at upper secondary years? Do you work with both basic school and "gymnasium" aged students?

G. The 14-year-old is the average aged pupil whom we teach. We teach at every school you can imagine. We work with vocational schools as well as general educational institutions.

So you do ESP?

G. Well we focus on conversation skills and general English but we can assist in business or technical vocabulary to some extent.

Are your qualified native speakers trained to address the different age groups? We regard language acquisition games for basic school learners as having a different character than older pupils, the post-puberty secondary-level pupils who are taught complex grammar structures, and of course the kinds of games they play are different. Are your native speaker teachers prepared and trained for these two groups?

G. Absolutely right. Our native speakers are qualified. Some English teachers from England are a bit older and have been teaching with many years of experience, and we have from Northern Ireland a teacher who taught for a few years in China, and some younger Americans, in their mid-twenties. One thing you have to understand is that we are not teaching grammar, or teaching out of books. We figure that that has already been done in school. What we do is provide opportunities for pupils to "get the language out" – to communicate – which in many cases because of class size or the need to cover all of the chapters of a textbook, many pupils do not ordinarily get the opportunity to do that. We want them to use the language, and in many cases it is a matter of building up their confidence to do so through the interaction and various speaking activities.

So I may assume you have your teachers armed to the teeth with activities and games when they come to a school?

G. Lots of games, lots of competitions, for example, we might use something like "Tell me what you like." We have many speaking activities addressing school life, holidays, and we engage students with innovative activities such a game we call "find the lie." For example, I might say something like "My last holiday was in North Africa - - and a pupils presses a "buzzer" and says, "I don't believe you were on holiday in North Africa…" and then I say, "Well, actually I did..." and the point of this activity I will tell both truths and lies. I'll be keep the score on the board. And then they will get their turn in groups of three, and they will be given an opportunity to tell their likes or say something about their holidays, and others will have to determine if they are lying. This achieves a number of things. First of all, they are listening in a concentrated manner. They want to spot the lie.

They want to win the game!

G. Exactly. They want to win the game, of course. They have to tune in to the teacher's voice or one of the pupils voice, to detect a lie. Another thing is that when they tell their story, they want to weave in a lie while sounding like it is true. We have so many activities which illicit speaking skills for communicating orally and building their confidence.

How long do your teachers work at the public schools?

They usually teach, or we can say, <u>take over the teaching</u>, for one week, Monday through Friday, so on an ordinary school week.

I guess the payment for this teaching by native speakers to your company comes from the school. So how many public school teachers arrange for this teaching with native speakers?

We have a webpage **http://www.talktalkcourses.com/** which details the information about these classes with native speakers.

TalkTalkCourses s.r.o.
Sancova 48
811 05 Bratislava-Slovakia
Phone: 00421 948 366 618

Please visit the ATECR

website:

http://atecr.weebly.com

Ever Thought of Writing for *ATECR Newsletter*?

We invite articles from our members and readers! Share with us your:

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- your own "English revelations" - your understanding of a grammar point, vocabulary item, or other information in a new way
- views on a book you have read recently (textbook, methodology book, etc.)
- report on an interesting workshop, conference, or meeting you have attended recently
- other topics of interest to teachers of English in the Czech Republic

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ASOCIACE UČITELŮ ANGLIČTINY ČESKÉ REPUBLIKY
ASSOCIATION OF TEACHERS OF ENGLISH OF THE CZECH REPUBLIC

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