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## BETWEEN THE NEWSLETTERS

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Dear all,

Here we are at the end of the year again. One can hardly notice how time flies unless there is something that proves this fact. It is Christmas time and another year coming this time. The end of the year is usually the time for looking back, assessing what has been done and planning for what is supposed to come. It is also the time which brings people together for spending nice moments together, sharing high spirits and cheerfulness. I hope you will spend such moments with our *Newsletter*. As usually it brings its traditional sections but this time it also contains some interesting and at the same time exciting pieces of information. Not to steal the show from those who deserve all the attention and our gratitude I just want to strongly recommend to your attention articles by Pavla Machová (just below) and Olga Staňková. The latter one needs some explanation though. Cambridge University Press celebrates the 25<sup>th</sup> anniversary of *English Grammar in Use* publication in 2010. To celebrate with us, ATECR members, it kindly donates five copies of the “silver” edition of the grammar for those who either renew or newly apply for the ATECR membership in 2010. Out of all membership cards by drawing lots in the spring of 2010 five lucky ATECR members will be drawn and get their prizes – silver edition of the *English Grammar in Use*. The article *Trust the Leader* in the *Newsletter* describes shortly the history of the book and its author.

This *Newsletter* also brings an article from *TESOL* organisation dealing with teaching English to young learners and what it means for the society. It is an interesting article mainly because it looks at the problem from the point of view of the teachers. It takes you to the question whether *younger means better* and under what circumstances.

I would like to remind you also that the forthcoming year 2010 is the year of another national and international ATECR conference which will be organised and hosted by the Pedagogical Faculty of the University of J. E. Purkyně in Ústí nad Labem. We look forward to meeting you there in September 2010.

Please note also that for the forthcoming year there are some minor but important changes in paying for the membership. Note especially the *zpráva pro příjemce* and *variabilní symbol* spaces – they will serve for better identification of individual members and, as we hope, for better access to you. Please fill them appropriately as required.

After this rather descriptive message let me conclude on a positive note – let me wish *Merry Christmas and Happy and Prosperous New Year 2010* to you all.

*Olga Vraštilová* ,  
ATECR President,  
E-mail: Olga.Vrastilova@uhk.cz

Dear ATECR members,

Allow me to thank you for your patience with the rather slow pace of putting into practice those changes or innovations the Executive Committee has resolved to introduce. One of these innovations is a new version of the ATECR website. Finally, I can announce that the new version started operating on 21 November. The new website should be more flexible and easier to operate. There is an area for registered users – intended only for ATECR members with valid membership. Gradually we will be developing the site and we hope that the restricted registration area will give us a tool to offer you also the electronic version of the newsletter (hopefully some other additional materials too) and, possibly, a technological tool to communicate with you via emails more flexibly. We would like to ask you for any comments and suggestions for improvement of the website. Also, feel free to forward any piece of information you feel may be relevant for all members – we will paste it to the news page.

I wish you HAPPY NEW YEAR!

*Pavla Machová,*  
ATECR Vice-President,  
Pavla.Machova@uhk.cz

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## FORTHCOMING EVENTS

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**7<sup>th</sup> International and 11<sup>th</sup> National Conference of the Association of Teachers of English of the Czech Republic**

**ELT: SHARING IDEAS AND EXPERIENCE**

**will be held on 10-12 September, 2010. It will be organized by the Department of English and hosted by the Faculty of Education of the University of Jan Evangelista Purkyně.**

The conference will be held under the auspices of  
**Doc. Ing. Iva Ritschelová, CSc.,**  
Rector of the University of Jan Evangelista Purkyně in Ústí nad Labem,

**Doc. PhDr. Zdeněk Radvanovský, CSc.,**  
Dean of the Faculty of Education, UJEP Ústí nad Labem  
and

**Mgr. Jan Kubata,**  
Lord Mayor of the town of Ústí nad Labem

**We look forward to meeting you in Ústí nad Labem next September.**

***Organizing Committee***

Natalia Orlová  
Anna Kinovicova  
Radmila Perclová  
Jana Pavlíková  
Dana Sedlmajerová  
Kateřina Šteklová

Jana Šittlerová  
*Secretariat*

Regional centre of Asociation of English Language Teachers at ICV Kutna Hora  
in cooperation with National support centre for eTwinning NAEP

## 10th Alternatives in Kutna Hora 2010

*“Alternatives”* is an accredited one-day event for teachers of English and other subjects **under the auspices of the Mayor of Kutná Hora Ivo Šalátek.**

Following the success of previous one day conferences, the seminars, talks and workshops will be held on **Friday, 29 January 2010**, a special year for ATECR regional centre and ALTERNATIVES, who are celebrating their **10th anniversary** of this educational event. The overall theme will be **"The sharing and exchanging of practical teaching ideas for teachers in primary, secondary and tertiary education"**.



ALTERNATIVES opening by (from the left) ATECR regional coordinator Jana Jílková, the Mayor Mr. Šalátek, MŠMT representative Ms. Tůmová, school director Mr. Načeradský, eTwinning ambassador Nad'a Kadlecová

Specially noticed will be:

**Teaching Very Young and Young Learners**

**Using languages in our classrooms meaningfully, CLIL**

**Testing, Examinations**

**ICT at school**

**International cooperation, Projects, eTwinning**

The 10th annual one-day event is again an opportunity to meet experts and **sharpen your teaching with new effective activities.**

Attended by ELT professionals from all over the country and abroad, it involves talks and workshops **full of practical ideas**, in addition to giving delegates a chance to **share with experts, and exchange ideas with fellow professionals from all sectors of ELT**, it enables them to **see the latest ELT publications** and services in a resources exhibition. Enjoy valuable prices from the **price draw** which has already become a tradition at this event.

We would like to encourage all teachers and educators, willing to share their experience, to **give a presentation**. If you wish to attend the seminar, please complete the Registration Form. If you would like to offer a presentation, please complete both the Registration Form and the Speaker Proposal Form. If you want to have an exhibition, contact the organiser.

**Join us to celebrate this special occasion together.**

*If you have any queries, please contact:*

**Regionální centrum AUA ČR, Jana Jílková,**

**ICV, Ostašova 524, 284 01 Kutná Hora**

**e-mail: [jilkova.icvkh@tiscali.cz](mailto:jilkova.icvkh@tiscali.cz) , <http://alternativy.pbworks.com>**

**Kutná Hora 10. ročník One–Day Conference\*Seminars**

**Pátek 29. ledna 2010 \* Friday 29 January 2010**

**ALTERNATIVY \* ALTERNATIVES**

Akce je akreditována MŠMT ČR \* Accredited by the Ministry of Education

Pod záštitou starosty města Kutná Hora\*Under the auspices of  
the Mayor of Kutná Hora Ivo ŠALÁTEK

**PŘIHLÁŠKA / REGISTRATION FORM**

Příjmení / Surname: ..... Jméno / First Names: ..... (paní, pan, slečna, Mr, Mrs, Ms, Miss, Mgr., Dr., Ing., ...) Adresa/address: ..... ..... Telefonní/Faxové číslo/Tel./Fax: . e-mail: .....	
Škola – zaměstnání / School – Institution where employed: ..... ..... Telefonní/Faxové číslo/Tel./Fax: ..... e-mail: ..... Vyučuji předměty / I teach the following subjects: .....	
<b>Konferenční poplatek / Registration Fee</b> <b>(včetně občerstvení a konferenčních materiálů / snack and conference materials included)</b> Členové Asociace učitelů angl./ATECR member úhrada do 15.11. 2009 380,- Kč později 495,- Ostatní / Others do 15.11. 2009 480,- Kč později 595,-	
Oběd / Meals: I am a vegetarian yes no (Please Circle)	
Úhradu konferenčního poplatku proveďte / Payment to be made to: na účet asociace: AUA CR – Praha 1, Česká spořitelna, Václavské nám. <b>číslo účtu / account number: 1923416359/0800</b> <b>variabilní symbol / variable symbol: 29012010</b>	
Přihlášku s kopií dokladu o úhradě konferenčního poplatku vraťte na adresu / Your registration will not be processed until payment has been received. Please enclose a copy of your proof of payment. Cancellations received before 15 <sup>th</sup> November 2009 will incur a 50% cancellation charge. Cancellations received after 15 <sup>th</sup> November 2009 will not be refunded. <b>Idealne zaslete prihlasku IHNEĎ * Apply ASAP</b> nejpozději do 10. ledna 2010 / Please return this form by 10 January 2010 Ms. Jana Jilková, Regionální centrum AUA ČR, ICV, Ostašova 524, 284 01 Kutná Hora <b>e-mail: <a href="mailto:icvkh@tiscali.cz">icvkh@tiscali.cz</a>, <a href="mailto:auakh.icv@gmail.com">auakh.icv@gmail.com</a></b>	

**Kutná Hora One–Day Conference\*Seminars \* Friday 29 January 2010**

**ALTERNATIVES**

Accredited by the Ministry of Education \* Akce je akreditována MŠMT ČR

Under the auspices of the Mayor of Kutná Hora \*  
 Pod záštitou starosty města Kutná Hora: Ivo Šalátek

# **PŘIHLÁŠKA PREZENTACE / SPEAKERS PROPOSAL FORM**

Příjmení / Surname: ..... Jméno / First Names: .....

(paní, pan, slečna, Mr, Mrs, Ms, Miss, Mgr., Dr., Ing., ...)

Adresa/address:.....

Telefonní/Faxové číslo/Tel./Fax: ..... e-mail:.....

**Type of Presentation:** (Please indicate your choice)

1. Talk (20, 30, 45 min) 2. Workshop (20, 30, 45, 60 min) 3. Poster 4 Other (please specify)

**Target Audience** (Please indicate): primary, lower-secondary, upper-secondary, tertiary

If your contribution is on behalf of a publisher, give more details here.

**Summary of Presentation** (in both Czech and English, please). Max. 100 words per each language.

**Equipment Requirements** (Please indicate):

( ) video replay equipment ( ) cassette recorder ( ) dataprojector ( ) OHP ( ) other (please specify) : .....

Please note that provision of other specified equipment will be subject to availability. There is either dataprojector or computers in different rooms available.

There are plans to publish Proceedings of the Conference; further details of the format for those wishing to submit their contributions will be provided later.

Úhradu konferenčního poplatku proved'te / Payment to be made to:  
na účet asociace: AUA CR – Praha 1, Česká spořitelna, Václavské nám.  
číslo účtu / account number: 1923416359/0800  
variabilní symbol / variable symbol: 29012010

Přihlášku s kopií dokladu o úhradě konferenčního poplatku vraťte na adresu / Your registration will not be processed until payment has been received. Please enclose a copy of your proof of payment. Cancellations received before 15<sup>th</sup> December 2008 will incur a 50% cancellation charge. Cancellations received after 15<sup>th</sup> December 2008 will not be refunded.

**do 30. října 2009 / Please return this form by 30 October 2009**

Ms. Jana Jilková, Regionální centrum AUA ČR, ICV, Ostašova 524, 284 01 Kutná Hora  
e-mail: [icvkh@tiscali.cz](mailto:icvkh@tiscali.cz), [auakh.icv@gmail.com](mailto:auakh.icv@gmail.com)



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## REPORTS ON COURSES, CONFERENCES AND RESEARCH PROJECTS

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### The summer course in Oxford 3 August – 14 August 2009

There is hardly anyone who does not know that Oxford is a university city situated about 85 km northwest of London in the heart of Oxfordshire, England, where the River Thames is joined by the Cherwell. Known as the "city of dreaming spires", a term coined by poet [Matthew Arnold](#) in reference to the harmonious architecture of Oxford's university buildings, almost all Oxford's most famous sights are somehow connected with the University which is the oldest in the [English-speaking world](#). Oxford University, had no formal date of founding, but it undisputedly dates from the 12th century. About a century later the first of its 35 self-governing colleges and 5 private halls was established, heralding its development into a federal, self-governing university. At present Oxford University has 45 colleges.

Not only a university city, Oxford is also the background of *Alice and her wonderful world*, of Thomas Hardy's *Jude the Obscure*, of Matthew Arnold's *Thyrsis*, of Dorothy Sayers' *Gaudy Night*, and of countless poems, novels, and fantasies. It is the birthplace of the *Oxford English Dictionary*, the ultimate authority on the language, now in its up-to-date twenty-volume second edition. All the times in history Oxford has nurtured statesmen, countless bishops and not a few archbishops, as well as pioneers, colonizers, and political leaders – including William Pen, James Oglethorpe, Cecil Rhodes, and more than twenty British Prime Ministers in the past two centuries.

But why am I talking about Oxford? It's because thanks to the Czech NAEP Comenius financial grant, I spent two great weeks attending a course on Methodology and English Language Skills in this beautiful city and would like to share my impressions and experiences with you.

The course was aimed at experienced teachers of English and teacher trainers and the objectives were: a) to encourage teachers to develop a commitment to a high standard of continuing professional growth and development b) to give teachers an awareness of their scope and space within the profession c) to promote teachers' professional collegiality, within their individual institutions and the profession as a whole d) to foster an in-depth awareness of the latest theory and practice in ELT and e) to encourage experimentation activities that

involve the teachers in collecting data before, during and after experimenting with new skills and ideas in order to produce durable instructional change.

All the lectures and seminars were very interesting, with a good balance between the theory and practical activities particularly the practical seminars concerning observations and how they might be used by teachers. We had an excellent opportunity to discuss different issues with our fellow colleagues from Spain, Italy, Turkey, Malta and of course from the Czech Republic. Probably the most appreciated part of the course for me was the seminar presented by Mr. Howard Smith, the course director and highly qualified, skilled and experienced trainer, on: *Teaching Speaking - Improving speaking skills of students*. His presentation was quite good and it was a valuable experience to have listened to it. Here is a summary from his seminar which readers of ATE Newsletter might find interesting and useful.

*“The speaking skill depends very much on that of listening. In fact, it is not possible to separate one from the other. People’s understanding of speaking generally focuses on communication activities that reflect a variety of settings: one-to-many (one teacher teaching many), a small group or one-to-one. Another approach is to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems.*

*Yet another is to focus on basic competencies needed for everyday life such as giving directions, asking for information or providing basic information in emergency situations. This focus is very good for elementary and secondary students since it helps them gain confidence and fluency in English outside the classroom, which is the primary purpose of teaching speaking skills to students. The purpose of real communication is to accomplish a task, such as convey a telephone message, obtain information, or express an opinion.*

*In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap: each interactor has information that the other does not. Experts stress that oral communication is an interactive process in which an individual alternatively assumes the role of speaker then listener, and which includes both verbal and non-verbal components.*

*Speaking skills’ students must be exposed to three key items: (1) form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth; (2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency. There are many kinds of drills that can be practised by teachers in the class to practice the speaking skill like a ‘substitution drill’ and a ‘repetition drill’.*

*An example of a meaning-focused activity for beginner students is speaking by numbers. Each learner is given a number and a topic. The topics could include family, money, coming to school, a colour, future goals, travel, work, and so forth. The learners can think about their topics for a minute or two and then the teacher calls a number. The learner with that number then says two or three sentences about his or her particular topic. The speaker then calls a number and the learner with that number has to ask the speaker a question or two related to the topic just spoken about. When the question is answered, the questioner calls a number and the person with that number asks another question. This continues three or four times and then the speaker calls the number of a new person who will speak about the topic that she or he was given. Before learners speak on a topic or take part in an activity, they work in pairs or groups of three or four to prepare. This gives the learners a chance to learn new items from each other.*

*Fluency in speaking is the aim of most language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” and “ers.” These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.*

*‘4/3/2’ is a useful technique for developing fluency and includes the features that are needed in fluency development activities. First the learners choose a topic or are given a topic with which they are very familiar. The first time that learners use this technique it may be best if the topic involves recounting something that happened to them. This is because the chronological order of the events will make it easier to recall and repeat because the time sequence provides a clear structure for the talk.*

*The learners work in pairs. Learner A tells a story to learner B and has a time limit of four minutes to do this. B just listens and does not interrupt or question A. When the four minutes are up, the teacher says, “Change partners”; A then moves to a new learner B. The teacher says “begin” and A tells exactly the same story to the new partner but this time has only three minutes to tell it. When the three minutes are up, the teacher asks them to stop and change partners. With a new partner, A now has two minutes to tell the story. During the three deliveries of the same story, the ‘B’ learners do not talk and each listens to three different people. When the A learners have said their story three times, the B learners can now go through the same sequence, this time as speakers.*

*Research on this activity shows that the learners’ speed of speaking increased each time they spoke (as measured by the number of words per minute), the hesitations they make decrease (as measured by hesitations per 100 words), and surprisingly their grammatical errors in the repeated parts of the talk decrease as well. In addition, they tend to use several, more complex grammatical*

*constructions in the last of the three deliveries than in the first. The activity involves known vocabulary, grammar, and discourse. The learners have a high chance of performing successfully at a higher than normal speed.*

*Teachers should create classroom speaking activities that will develop communicative competence. Instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. The most common types of communicative output activity are role plays and discussions. In this the teacher can encourage students to experiment and innovate with the language and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.*

*Learners may experience difficulty in pronouncing certain sounds and groups of sounds in another language. Giving too much attention to the correction of pronunciation in the early stages of language learning can make learners worried. Don't correct the learner but give more models and opportunities to observe.*

*The study of errors and their causes is called error analysis. Use less threatening activities — or, if and when appropriate, joke with the person/class/yourself to lighten the mood. Give a little correction by showing the learner the difference between the correct form and the learner's error. In order to correct the pronunciation see if the learner is capable of self-correction. Give the correct form for the student to copy. If the student cannot do this even after two or three attempts, then some explanation and guidance may be needed. Explain how to make the correct form and, if necessary, what is wrong with the error.*

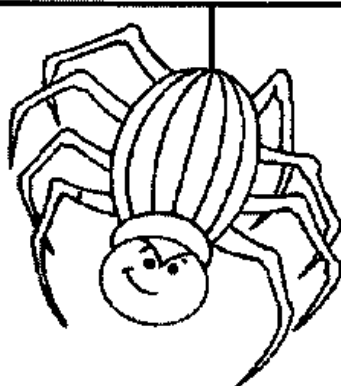
*At the primary level, emphasis should be placed on form-focused activities; at higher levels, a correspondingly greater emphasis should be placed on fluency activities. All of these parts, however, should be present at each stage of an effective speaking programme.”*

Mr. Smith also emphasized that research on the subject of teaching speaking is constantly emerging and changing. It is better for teachers to be a role model for their students by improving their own standard of English. They should consider the fact that like the children in their class, they also need to go on learning and practising every day.

In the end let me say that we were very busy all the time during the two weeks, but we worked in such a friendly and relaxed atmosphere that I felt extremely grateful being one of the participants of such a course. We were also given the opportunity to take part in plenty of social and cultural activities after the lessons and during the weekends the college organized trips to other places of

interests such as London, Cambridge, Stonehenge and Winchester, Bath, Stratford-upon-Avon, etc. It was a useful, interesting, and enjoyable experience in all aspects and if you are thinking of applying for the Socrates grant, I would definitely recommend this course as well as I am sure that the Czech NAEP will help and guide you through all the process. They are doing a great job for the Czech teachers.

**Haseeb Khan**  
ŠMVV Praha,  
Michelská 12, 140 00 Praha 4  
e-mail : [khan@mbox.vol.cz](mailto:khan@mbox.vol.cz)



## **“GLOBAL SKILLS FOR LOCAL NEEDS” Facing Challenges in 21<sup>st</sup> Century Classrooms**

### **19th Annual IATEFL – Hungary Conference, 2 – 4 October 2009**

The 19<sup>th</sup> Annual IATEFL - Hungary Conference was held at Balassi Institute, which is situated in the very centre of Budapest, from October 2<sup>nd</sup> to October 4<sup>th</sup> 2009. The well-organised event with eight parallel sessions offered ample opportunities for sharing opinions related to the challenges of 21<sup>st</sup> century classrooms (see <http://www.iatefl.hu> for more details).

It was difficult for me to choose which aspect of the conference to focus on. Finally, I decided to write about Special Interest Groups (SIGs) programme as this is something we miss at our conferences. For me it was interesting to learn that all the four SIGs of the IATEFL – Hungary organised their mini symposia as part of the conference programme. The opening day of the conference was devoted to the events of the following SIGs:

- CULTURE AND LITERATURE
- ICT
- YOUNG LEARNERS
- TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Each session was moderated by an expert from Hungary. I was invited to participate in the Teacher Education and Professional Development strand. Apart from four presentations our session also offered space for discussion and for sharing opinions among participants with similar professional interests. The group enjoyed more than three hours of friendly and cooperative atmosphere.

I would like to comment on two presentations which were facilitated by Hungarian teacher educators and thus offered Hungarian solutions to global problems. The session was opened by Judit Révész who raised a provocative question: *Is teaching a profession?* She introduced Lortie and Etzioni's concept of teaching as a semi-profession originating in the 1960s. Then she invited the audience to discuss whether things have changed since then. In order to structure the discussion Judit Révész summarized the strengths of traditional professions found in the literature and compared them with teaching.

<b>Strength of the professions (e.g. law, medicine, clergy)</b>	<b>Weaknesses of teaching</b>
Lot of studying separated from the life of work, a solid theoretical knowledge base. Ezoteric knowledge and skills, only the initiated can do the job. Jargon.	Anybody can do the job, extension of parent role. Until some time ago no special training had been required. No jargon.
Long apprenticeship, shared technical culture.	Short training, no apprenticeship, low shared technical culture.
Sheltered position on the job market, a special deal with the state. No amateurs allowed in, no outside control.	The knowledge it uses is not produced by the profession itself. Entry requirements are vague and recent.
Code of conduct and quality of work is guaranteed by the profession itself. Training and professional development is also controlled by the profession. Chambers, training institutions, unions, professional organisations.	Decisions about teaching are typically made by non-teachers (heads of schools)
Discretion. Processes cannot be made automatic, every case is different, informed decision is necessary.	Factory metaphor – no discretionary potential; Transmitting knowledge, implementing other people's decisions.
Standards, professionals get protection against failure.	No measurable performance, no final product.
Early commitment, difficult entry.	Easy entry, weak commitment (women)

No wonder that the comparison triggered a vivid discussion. The international audience discussed what could possibly be done or what had already been done to establish teaching as a profession. Hungarian teacher trainers emphasised the role of high-quality teacher education. Éva Major presented the content and methodology of MA Education of teachers of EFL at Eötvös Loránd University, Budapest, i.e. a new study programme designed in response to the Bologna process. How to design a structured teacher education study programme is a relevant question for teacher training institutions in other European countries as well including the Czech Republic. Therefore, the Hungarian solution presented at the conference may serve as a source of inspiration. The basic characteristics of the new MA programme are the following:

<b>MA Teacher Training</b>	
degree	Only university level
duration	5 semesters (following BA studies)
contents	Pedagogy, methodology, philology
majors	2
<b>teaching practice</b>	<b>60 hours (3<sup>rd</sup>, 4<sup>th</sup> semester) Half year long teaching practice in the 5<sup>th</sup> semester</b>

Compared to the previous programme, especially the teaching practice has been allocated more curriculum time – in the former programme there were 60 hours for the teaching practice but trainees actually taught 15 lessons. Though teacher trainers appreciate the length of the teaching practice, there are practical constraints related to the odd number of semesters and also to the issue of mentor training. The implementation of the programme started in September 2009 when the first cohort of MA students enrolled, so there are still challenges to meet. According to Éva Major one of them is the issue of cooperation as three different institutes are involved in training teachers.

To conclude, during the IATEFL – Hungary conference I had another opportunity to realize the value of international networking. This time I got to know the Hungarian perspectives of the same problems I have been confronted with.

Monika Černá  
monika.cerna@upce.cz





## CELTIC FANS IN ČESKÁ KANADA

*Dia dhaoibh a cháirde uilig!* This is not a cry of Scottish football team supporters but a greeting in Irish which opened this August's fourth session of Celtic enthusiasts – Celtic Kaleidoscope.

You may have read about the previous Irish courses on the pages of this magazine in 2006 - 2008. You may then be wondering how much more can be taught about Ireland and its culture after all these years. Believe it or not – still a lot. Let me share some of my experience with you.

This year's search for a convenient venue resulted in the choice of a peaceful holiday ground in Kunžak, a resort known as Česká Kanada. We were very pleased to work again with our wonderful Irish specialists – lecturers Míša Čaňková and Mike O'Shea. The list of participants also remained more or less the same, although it was more balanced than in the years before. The Polish group nearly equalled the Czech one in size, joined by a few representatives from Austria, Hungary, and even Cuba. Altogether a chatty group of over 40 teachers of English who were ready to spend a week of their free time having fun and working hard.

The daily programme, comprised of three 90-minute workshops, was varied and rich in exciting topics. We were taken through more common topics such as literature (the life of James Joyce; an Irish whodunnit – tracking down the villain) and history (the Potato Famine and emigration) but also through generally less discussed topics like religion (recent scandals in the Catholic Church), politics (women presidents; the EU) or economy (the Celtic Tiger in trouble).

To lighten the load of demanding classwork the organizers prepared a day trip to Landštejn Castle in the middle of the week. We were given the opportunity to enjoy the splendid beauty of the local area and, at the same time, to talk through the national differences. Before we set off each group was assigned a subject to talk about. To illustrate the situation – while climbing up the hill we were discussing extremism in Poland and the Czech Republic, or when travelling by train many teachers were loudly debating the consequences of economic downturn in their countries.

Evenings were reserved for Irish films (Ulysses) and popular sitcoms (Father Ted), or for Irish dancing and international singing. On the final night we were able to present our creativity and talents in two drama performances of less-known Irish stories, which had been rehearsed in the few spare moments between workshops. It was not easy but definitely worth it.

When recalling the moments of this special event, with its extraordinary people who had met thanks to the love of the language and the Irish culture, I have to

admit we are already looking forward to next year. Hopefully not in Czech Canada but – this time – in real Ireland.

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Literature lesson



Drama evening with *The Horned Women*

## LANGUAGE & METHODOLOGY

### Good English Pronunciation (4)

/gʊd 'ɪŋɡlɪʃ prəˌnʌnsi'eɪʃ(ə)n/

In the last ATE newsletter Vol. 21 No.1 we looked at the seven short vowel phonemes of English:

/ɪ/ /æ/ /e/ /ɒ/ /ʌ/ /ʊ/ /ə/. This article considers the five long vowels of English:

/i:/ /a:/ /ɔ:/ /ɜ:/ /u:/.

Czech has pairs of short and long vowel sounds, *a-á, e-é, i-í (y-ý), o-ó, u-ú*. What distinguishes these two sets of sounds is length. Compare: *kat-kát; lest-lézt; byt-být; boje-bóje; nuž-nůž*. By contrast, an English short vowel sound can be lengthened but this does not make it a long vowel. If someone yells *stop* at the top of his voice, it is likely that the short vowel /ɒ/ is considerably long *Stooooop!* Phonemically however, /ɒ/ always belongs to the short vowel category. Long vowels are a different group of sounds.

**Table of Each Long Vowel Phoneme following All Consonants (except /ɜ/\*)**

	/i:/	/a:/	/u:/	/ɔ:/	/ɜ:/
/p/	P/pea/pee; people peace/piece;	Pa; park; palm pass; past; path	poo/ pooh; pool	paw; pork; Paul pawn/porn	pearl; perk; purr purse
/b/	B/be/bee; beak bean/been	bark/barque balm; barn; bath	boo! boom boon; boost	ball; boar/bore bored; bought	burn; bird; birth burglar; burst
/t/	T/tea/tee; teach teen; teeth	tar; tart; task	tool; tomb tooth	taut/ taught tore; torn; torso	term; terse; Turk turn
/d/	D; deal; dean deed, deep	dance; dark; darn dart	doodle; doom dude	door; dawn daughter	dirge; dirk; dirt dearth
/k/	keen; keel; keep key/quay	calf; calm; car cart; cast/caste	cool; coop coot; coup	cause; core corn; course	kerb/ curb; curl curse; curt; curve
/g/	geek; geese	garden; garment guard	goo; goose ghoul	gall gore; gorge gauze	girl; girth
/f/	feast; fee; feel feat/feet	father/farther farm; fast	food; fool	for/fore/four fork; fault	fir/fur; firm; first
/v/	V; veal; venal Venus	vase; vast	voodoo	vortex; vault vaunt	verb; verge; verse Virgil; virgin
/s/	C/sea/see; seat cease; seize	sarcasm; sardine sergeant	soon; soup; Sue suit	saw/soar/sore sort/sought	certain; sir; surge surf
/ʃ/	she; sheep sheet; sheen	shard; shaft shark	shoo/ shoe shoot/chute	shore; shorn short	shirk; shirt
/tʃ/	cheap/cheep cheek; cheese	chance; char charm; chart	chew; choose	chalk; chore chortle	chirp; church churl; churn

	/i:/	/a:/	/u:/	/ɔ:/	/ɜ:/
/dʒ/	<b>G</b> ; jeans/genes jeep	<b>jar</b>	<b>Jew</b> ; June; juice	<b>jaw</b> ; jaundice	germ; Germany <b>jerk</b> ; journey
/j/	ye; yeast; yield	yard; yarn	<b>use</b> ; ewe/you youth; yew	<b>your</b> /yaw/yore yawn; York	yearn
/m/	meat/meet/mete meal; mean	<b>Ma</b> ; margin; mark marvel; mast	mood; moon moose; moot	mall/maul more/moor	merge; mirth murder
/n/	knee;knead/need neat; niece	gnarled; Narnia nasty	noon; noose	naught/nought nor; north	nerd; nurse nurture
/w/	weak/week; weep wheel/weal	?	woo; womb	war/wore; walk ward; wharf	word; work worm; worse
/r/	reach;read/reed reap; reek; reel	<b>Ra</b> ; Raj raft; rasp rather	room; rude root/route; ruse	roar; wrought raucous	?
/l/	leak/leek; leaf leap; leave	<b>lard</b> ; large; lark last; laugh	loom; loop loose; lose	Lord/laud; law lawn	learn; lurk
/h/	heal/heel;heap heat; heed	<b>hark</b> ; hard;harm harsh;heart	who; whose hoop; hoot	<b>hoar</b> /whore horde/hoard	heard; hearse hurl; hurt

\*Note: The phoneme /ɜ/ never occurs in initial position. (It is found in words like *treasure*, *television*, *pleasure*, *beige* ie more commonly followed by the short vowel *schwa*).

The table above contains over 350 words, all of which contain one of the five long vowels. They have been grouped according to that vowel and the consonant phoneme which precedes it. Several words are homophones (words which have the same pronunciation). All the words have been chosen to illustrate the long vowel sounds in the context of words and to point out the connection between English orthography and phonology. The spelling of the respective vowel phonemes is in bold.

### A closer look at the five long vowel phonemes

Learners of English can master the long vowels more easily than, say, some of the short vowel sounds.

Let us look at each vowel sound in turn.

#### 1.The long vowel /i:/

**Sound:** This sound is not difficult for Czechs to produce. The English and Czech words *beat* and *být* are similar. Like the Czech vowel *í*, the English phoneme /i:/ is a close, front vowel in which the lips are spread. The photographer exhorts his subjects to “say *cheese*”. With spread lips they appear to be smiling.

**Spelling:** It is commonly spelled with the vowel letters *ea*, *ee*, *ie*. Unusual vowel combinations are found in *people* and *quay*.

## 2. The long vowel /ɑː/

**Sound:** This is an open, back vowel. There is no contact between the tongue and the top molars. It is the sort of sound the patient is asked to produce when the dentist wants to inspect his teeth: “Say *aah*, please”. It is not a front vowel like the English short vowel /æ/. The vowels in *cat* /kæt/ and *cart* /kɑːt/, differ not only in length but also in their place of articulation. Neither should /ɑː/ sound like the /ʌ/ in *cut*, which is a short, central vowel.

**Spelling:** This sound is often followed by the letter *r* as in *park*, *bark*, *hard*. In RP, (Received Pronunciation), this letter is silent, unless it precedes a vowel. Such words have four letters but only three phonemes. The letter *a* is also pronounced as the long vowel /ɑː/ when it comes before silent letter *l* as in *palm*, *calm*; *half*. (The letter combination *-alk* is /ɔːk/ eg. *talk*, *walk*). It occurs in *heart*, /hɑːt/ but not in *heard* /hɜːd/. Words like *past*, *path*, *bath*, *laugh*, *last* are pronounced with the long vowel in RP, but with the short vowel /æ/ in many dialects of British English.

## 3. The long vowel /uː/

**Sound:** This is a close, back vowel. The lips are rounded. It is similar in position to the Czech *ů*. However, there is a small difference; the tongue is raised higher when pronouncing the English long vowel. Compare *dŭm* and *doom* or *Rŭt* and *root*. The Czech and English long vowels sound slightly different. The English vowel is closer, but not identical to the German *ü*. Compare the vowels in *Früchte* and *fruit*. The only occasion when /uː/ sounds like Czech *ů* is when an allophone of /uː/, (a variation of the sound which does not change the meaning of a word), comes before the phoneme /l/. There is no distinguishable difference, then, between the vowel sounds in *pŭl* and *pool*. (The initial and final consonants /p/ and /l/ are different though. These will be examined in more detail in a future issue when we discuss the consonants).

**Spelling:** This sound can be spelled *u*, *oo*, *ou*, *o*, *ew*, *ui*. The spelling *ui* often misleads Czechs into uttering two vowels /uːi/ instead of the monophthong /uː/. Words like *fruit*, *suit*, *(Tom) Cruise* are often mispronounced. The word *juice* however seems to cause no problems, no doubt because it is so similar to *džus*.

## 4. The long vowel /ɔː/

**Sound:** This is a mid back vowel produced with lip rounding. It is not difficult for Czechs to pronounce. The vowel (not the consonants) in *Paul* is much like *pól*. Some vowels which used to be pronounced with the rare English diphthong /ʊə/, are increasingly being replaced by the long vowel /ɔː/. A word like *sure*

nowadays sounds identical to *shore*. No doubt this change is due to economy of articulatory effort; it is easier to produce a monophthong than a diphthong.

**Spelling:** This vowel can be spelled ***au, or, ore, ou, our, a, aw***. It is the spelling which often causes Czechs to produce a different sound. Words like *authority*, *audience* and *automatic* all begin with the long vowel /ɔ:/ and not the Czech diphthong ***au***. The sounds in bold are identical phonemes:

*We **ought** to talk. I **saw** her walk to court. All the **author's** stories were **awfully** boring.*

### 5. The long vowel /ɜ:/

**Sound:** This is perhaps the most problematic long vowel sound for Czechs. It is a central vowel, with a similar place of articulation to the unstressed short vowel /ə/. It is rarely found in other languages, but it can be taught and reproduced without difficulty.

**Spelling:** This is the prime source of problems with this sound. The letters ***er, ir, ur, (w)or, ear, our*** are all /ɜ:/. The letter combinations which represent this sound encourage the speaker to produce vowels other than the long vowel /ɜ:/. The words *girl, person, word, and world* are commonly mispronounced. Consider this improbably gruesome sentence; all the long vowels are /ɜ:/.

*Shirley, the perfect nurse, turned into the worst person in the world and murdered a third of the personnel at work.*

Since the last two long vowels cause the greatest of difficulties for Czechs, the table below has been created to point out, and allow learners to practise, the contrast between these two sounds.

### Table of Minimal Pairs: /ɔ:/ and /ɜ:/

The table below is an alphabetical list of **minimal pairs**, words in which one phoneme is exchanged with another resulting in a change of meaning. Here, the phoneme /ɔ:/ is replaced by /ɜ:/, creating a new word. These pairs highlight the importance of making a clear distinction between the two different vowel sounds. Each word is Consonant + Long Vowel (+ Consonant). All are monosyllables, for ease of reading.

SPELLING	/ɔ:/	SPELLING	/ɜ:/	SPELLING	/ɔ:/	SPELLING	/ɜ:/
bored/board	bɔ:d	bird	bɜ:d	Norse	nɔ:s	nurse	nɜ:s
born	bɔ:n	burn	bɜ:n	paw	pɔ:	purr	pɜ:
bought	bɔ:t	Bert	bɜ:t	pall/Paul	pɔ:l	pearl	pɜ:l
call	kɔ:l	curl	kɜ:l	porch	pɔ:tʃ	perch	pɜ:tʃ
caught/court	kɔ:t	curt/Kurt	kɜ:t	pork	pɔ:k	perk	pɜ:k
cord/chord	kɔ:d	curd/Kurd	kɜ:d	port	pɔ:t	pert	pɜ:t
course/coarse	kɔ:s	curse	kɜ:s	saw	sɔ:	sir	sɜ:
for*/four	fɔ:	fir/fur	fɜ:	talk	tɔ:k	Turk	tɜ:k
forced	fɔ:st	first	fɜ:st	torn	tɔ:n	turn	tɜ:n
form	fɔ:m	firm	fɜ:m	walk	wɔ:k	work	wɜ:k
gall/Gaul	gɔ:l	girl	gɜ:l	wall/whorl	wɔ:l	whirl	wɜ:l
hall/haul	hɔ:l	hurl	hɜ:l	war/wore	wɔ:	were*/whirr	wɜ:
hoar/whore	hɔ:	her*	hɜ:	ward	wɔ:d	word	wɜ:d
horde/hoard	hɔ:d	heard/herd	hɜ:d	warm	wɔ:m	worm	wɜ:m
lawn	lɔ:n	learn	lɜ:n	yawn	jɔ:n	yearn	jɜ:n

\* Note: These are function, or grammar words. Such common words, of which there are over forty in English, are only pronounced with a long vowel:

1. when they occur in isolation (as in the above list) or
2. when they come at the end of a sentence, or
3. when they are emphasised.

Notice the ways in which these two sounds are spelled. The following rules can help learners recognise which of the two vowels to pronounce.

1. The letters **ir**, **ur** are invariably /ɜ:/.
2. The letters **or** in stressed syllables are always /ɔ:/ eg *born*, *form*, *torn*. (Not *motor* which is /ə/)
3. If the letters **or** follow the letter **w**, they are pronounced /ɜ:/ eg *work*, *word*, *worm*. An exception to this rule is the word *worn*.

The words can be read down each column, to practise the particular phoneme /ɔ:/ (*board*, *born*, *bought* etc). This is followed by the second column /ɜ:/ (*bird*, *burn*, *Bert* etc). Alternatively, the words can be read in pairs across the rows to contrast the pronunciation of the two phonemes /ɔ:/ and /ɜ:/ (*board* – *bird*, *born*–*burn*, *bought*–*Bert* etc).



walk /wɔ:k/



work /wɜ:k/

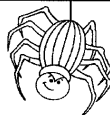
The differences in meaning when one sound is substituted for another are considerable. At the beginning of the winter term I asked a student how she had spent her summer. Had she been aware of her actual reply, she would have been astonished. She had intended to say “*učila jsem anglický kurz*”. Unfortunately, she made one small, but not insignificant error in the choice of long vowel in her rendering of the sentence: “I taught an English *course*: she said /kɜ:s/ not /kɔ:s/”. Thus she claimed then to have “taught an English *curse*” during the vacation: “*učila jsem anglickou kletbu*”.

Learners can, and should, gain a solid understanding of these five vowels and their characteristics. If this is coupled with plenty of practice, their pronunciation will be accurate and they will communicate both clearly and confidently in spoken English.

This concludes our look at the 12 monophthongs of English. In the next issue we will examine the diphthongs of English and reveal the identity of the popular but mysterious figure “Tom Rider”.

*I would like to thank Samuel and Philip Karásek for help with producing the two tables.*

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Teachers of English to Speakers of Other Languages, Inc.

A Global Education Association

### **Position Statement on Teaching English as a Foreign or Additional Language to Young Learners**

Policy changes mandating the earlier introduction of English in foreign language settings are increasingly being implemented worldwide. Although research has suggested that age may have an effect as to the way a language is learned, age alone does not determine success in learning a foreign language. As various sociocultural contexts, government policies, and historical language practices will all impact the success or failure of a language instructional program, there is no single best way to implement an English as a foreign or additional language (EFL/EAL) program for young learners. Rather, effective EFL/EAL teaching for young learners starts with a clear understanding of the following factors and how they relate to one another.

- *Program planning, content, and learner goals:* Those involved in teaching EFL/EAL to young learners should have a clear understanding of the program's objectives and goals, as well as the extent and structure of the program. What students should know and be able to do should be clearly outlined and established along with how that is to be measured. Where academic-level proficiency is desired, there should be long-term strategies for continued support and articulation between educational levels. The program should have a learner-centered approach, and materials should be selected in accordance with the age of the children, the length of the program, its objectives, and the learning environment. Teachers, trainers, and teacher associations should all be partners in program development, and planners should be flexible in regards to methodology.
- *Effective teachers:* As stated in TESOL's Position Statement on Teacher Quality in the Field of Teaching English to Speakers of Other Languages (June 2003), native speaker proficiency in the target language alone is not a sufficient qualification for such teaching positions; the field of teaching English to speakers of other languages (TESOL) is a professional discipline that requires specialized training. Therefore, qualified ESL and EFL educators not only should demonstrate written and oral proficiency in the English language (regardless of native language), but also should demonstrate teaching competency. Teachers should have training in teaching EFL/EAL, as well as in the ways young students learn. Effective EFL/EAL teachers should themselves be successful and experienced language learners. Just as important are teachers' personal attitudes toward continued education and learning and their willingness to model language learning for the students with whom they work. Where applicable, EFL/EAL educators should receive the necessary degree, licensing, validation, or certification as determined by their institution, country, or region from qualified EFL/EAL teacher educators.
- *Programmatic and institutional support:* Depending upon the program model and methodology employed, institutions need to be able to provide the type and level of resources necessary to support the program. Support materials should be designed for both teachers and students with the appropriate cultural context of the country in mind. The culture of the EFL/EAL young learner should be regarded as a valued and respected

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*Position Statement on Teaching English as a Foreign or Additional Language  
to Young Learners (continued)*

resource that informs decisions regarding approaches, techniques, activities, learning styles, curriculum design, and materials whether the young learner is in his/her native cultural setting or in a mixed-culture setting in a classroom in a country where English is spoken as a native language. Institutions should provide resources for young learners to be able to portray their cultural values within English-speaking contexts, whenever possible, with the sole purpose of strengthening their own cultural identity at the same time as they are exposed to EFL/EAL learning experiences. Additionally, resource materials should be provided in sufficient quantities so that teachers can do their work well and productively. Community and home support for the program should be encouraged, as well as continued professional development for teachers, as it is an essential part of effective teaching.

What is most important to understand about these factors is that they need to be defined for and understood within the local educational and cultural context. In addition, while the three factors are related, there is not necessarily a direct correlation among them. Just as there is no one way to teach a language, there is no one program or model for all educational contexts. Finding the right balance among these three factors is a key part of delivering an effective program.

*Resources*

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## INSPIRING IDEAS AND TIPS

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### Do You Know What I Mean? 2

*Checking that students really understand what they're being taught*

By Paul Whitaker

In the last issue I addressed how to concept check lexis using only the L2. This time round it's the turn of grammar.

### Grammar

Grammar is usually a more difficult concept to get across than lexis as you're teaching a pattern that often varies (e.g. positive, negative, interrogative forms) and which either may not exist or work differently in the students' L1, so it therefore requires a more complex series of questions. However, it is still possible to concept check effectively using only the L2. As mentioned in the article on lexis in the last issue, the target language placed in a clear context is an essential starting point for the students to be able to see how it operates in its natural environment. A short text or listening passage produced in as natural a way as possible with a few examples of the target language liberally scattered through it and backed up with a few general comprehension questions – not focusing on the target language at this point – provides the initial basis from which to start concept checking.

Always focus on meaning before form; students may have problems comprehending the meaning if too much attention is given in the beginning to how it is formed so this is better left until the end.

I break the concept checking process down into three distinct stages as follows:

1. meaning
2. highlight form
3. show form

### *Example 1*

Let's look at a couple of practical examples, starting with a tense: the perpetually problematical – for most nationalities – present perfect simple. In this case with the function of an action started in the past and continuing until now. For me it doesn't matter if I'm using the Presentation, Practice, Production (PPP) method, Jim Scrivenor's Authentic, Restricted, Clarification (ARC)

principle – of which this would be the C for Clarification – or using task-based learning (TBL) and doing language work after the task, the procedure for concept checking remains the same. Firstly, it's important to have several model sentences on the board to show students the pattern in context, including the positive, negative and interrogative forms in the case of tenses, modals, conditionals, etc. Ideally these sentences will have come from the text or listening passage I mentioned in the first paragraph – or in the case of TBL from the task – so that the students are already familiar with the subject matter and it provides continuity in the lesson. In this example a man is thinking back about his time in the house where he lives. Leave enough space on the board between each line to add the form later on:

We've lived here for 8 years.

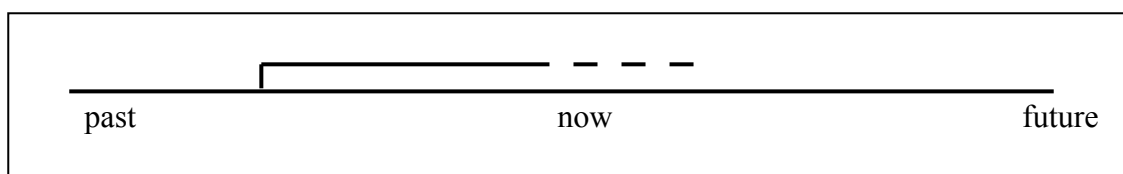
My wife hasn't washed the dishes for 7 of those 8 years.

I've only been happy here since last spring when we finished decorating.

Have I really had this desk since 1994?

How long has the local shop been open?

## Meaning



Draw a straight line with *past*, *now* and *future* on it as shown above, but nothing more at first. Now we start asking about the concept of the structure:

Questions	Expected answers
When are these actions?	Past, up to now.
Are they finished?	No.
So when do we use sentences like these?	To talk about actions starting in the past and continuing until now – at this point draw in the second line coming up in the past and across to now.
Will these actions continue?	Maybe but that's not important right now – add a dotted line beyond now to show uncertainty.

Further prompts may be required before the students give all the answers above but by asking the right questions it is possible for them to give you all the necessary information themselves.

## Highlight form

The next step is to look at the form and highlight it on the board. It could be as simple as asking *How do we make sentences like these?* To elicit the form – especially if it’s a review of the structure. However, you’re unlikely to get a quick and satisfactory answer if students are seeing this for the first time so here’s the line of questioning I propose:

Questions	Answer/action
When do these sentences start?	In the past.
What word in each sentence shows that?	Ss say the past participle forms and you put a box around them as they say them.
What word shows the connection to now?	Have/has – underline all examples of the auxiliary verb.

This is how the board should look once that’s done:

We’ve lived here for 8 years.

My wife hasn’t washed the dishes for 7 of those 8 years.

I’ve only been happy here since last spring when we finished decorating.

Have I really had this desk since 1994?

How long has the local shop been open?

I use different coloured chalk/pens for highlighting to make it easier to see and to make the form stand out more.

## Show form

The final part is to go from this step to showing the form in full. I write the form out below each model sentence in yet another different colour. Again, I get the students to give me the answers in English and I just ask the right prompt questions:

Questions	Answers to write on board
How do we form a positive sentence?	Subject + has/have + past participle
How do we form a negative sentence?	Subject + hasn’t/haven’t + past participle
How do we form a yes/no question?	Has/have/hasn’t/haven’t + subject + past participle
How do we form other questions?	Q word + has/have + subject + past participle
What is the name of this tense?	Present perfect simple

## Example 2

For another example let’s move away from tenses. This example looks at *so* and *such* used for emphasis. A very natural context for teaching this is neighbours chatting, so let’s assume that there’s been a dialogue between two neighbours about local events and their own lives. The following sentences could come out

of that. They are examples of authentic English taken from the BNC Corpus of Spoken English and Brown Corpus:

Elisabeth Schwarzkopf sang so magnificently Saturday night  
at Hunter College

She can't write now, her hands are so bad.

I've got such a headache. My head's killing me.

I've never seen such dry grapefruit. I ought to complain really.

## Meaning

Questions	Answers
How did Elisabeth sing?	(so) magnificently.
Why can't she write?	Her hands are (so) bad.
What's wrong with the person in sentence 3?	Got (such) a headache.
What has the person in sentence 4 never seen before?	(such) dry grapefruit.
What does the word <i>so</i> do to <i>magnificently</i> and <i>bad</i> ?	Makes them stronger.
What does the word <i>such</i> do?	Makes headache and dry grapefruit stronger.

## Highlight form

You may feel that with these questions there is some repetition from concept checking meaning, although I feel that if students are seeing this structure for the first time, a little repetition isn't necessarily a bad thing to help try to drive the point home.

Questions	Answers
What are the words that make the sentences stronger?	<i>So</i> and <i>such</i> – but a box around them on the board.
What type of words does <i>so</i> make stronger?	Adverbs and adjectives – underline them on the board.
What type of words does <i>such</i> make stronger?	Nouns – underline them on the board.

Elisabeth Schwarzkopf sang so magnificently Saturday night  
at Hunter College

She can't write now, her hands are so bad.

I've got such a headache. My head's killing me.

I've never seen such dry grapefruit. I ought to complain really.

One potential point for confusion is that in the final model sentence *such* comes before an adjective in the last sentence but we're saying that it intensifies nouns so I always ask the question: *We said that such makes nouns stronger so why is it before an adjective in the last sentence?* Hopefully the students will be able to make the connection that there's a noun after the adjective and therefore *such* is required. The process of highlighting the noun on the board should serve to clarify this point.

### Show form

Questions	Answers to write on board
What words come after <i>so</i> ?	So + adverb So + adjective
What words come after <i>such</i> ?	Such + noun

### Task

For some practice of writing CCQs yourself prepare a series of questions to CCQ the present continuous tense for future planned events – suggested possibilities are on page xx.

### Conclusion

These two articles have aimed to provide a clear process by which to concept check new language by involving the students more and using only the L2. I do not profess that it is the only method available but it is one that I have had a lot of success with. The examples presented here provide a basis from which I encourage other teachers to explore what approach works best for them and their students.

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## Possible answers to the concept checking questions task

Example model sentences:

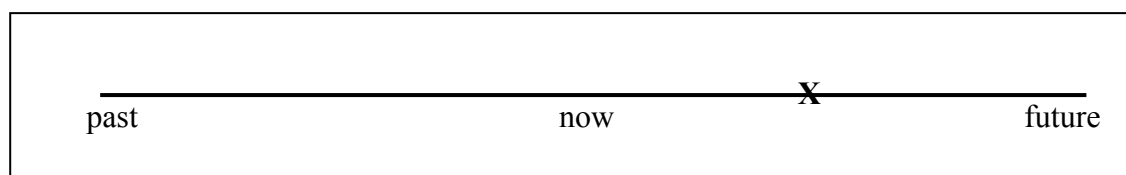
Are you doing anything at the weekend?

I'm meeting Rob at 7 o'clock on Saturday.

We're not going to the pub like we usually do.

What are you doing on Sunday?

## Meaning



Draw a straight line with *past*, *now* and *future* on it as shown above, but nothing more at first. Now we start asking about the concept of the structure:

Questions	Expected answers
Are these actions past, now or future?	Future
How sure are we that they will happen?	Quite sure
Why are we quite sure?	Because they are plans
When is the decision made about the plan?	Before now

## Highlight the form

Questions	Expected answers
What are the actions in each sentence?	Doing, meeting, going, doing
What verb comes before each one?	Present simple form of the auxiliary verb <i>to be</i>

Are you doing anything at the weekend?

I'm meeting Rob at 7 o'clock on Saturday.

We're not going to the pub like we usually do.

What are you doing on Sunday?

## Show the form

Questions	Answers to write on board
How do we form a positive sentence?	Subject + am/is/are + present participle
How do we form a negative sentence?	Subject + am/is/are not + present participle
How do we form a yes/no question?	Am/is/are + subject + present participle
How do we form other questions?	Q word + am/is/are + subject + present participle
What is the name of this tense?	Present continuous



## Music video clips in EFL classes

Most learners like listening to music. Teachers usually respect this fact and try to include English songs in their classes. Unfortunately, it very often happens that songs are used only for language-related exercises, mainly filling in the gaps in the lyrics. Yet, there are a number of other activities that incorporate music. One of them can be playing music video clips. Learners not only listen to the song, but also watch the video.

A reason why these materials should be used in EFL classes is that their language is genuine and such materials “may be expected to embody characteristics that specially-devised teaching materials often fail to capture” (Rixon 2004, 68). Songs from English speaking countries are authentic materials. This fact is related to another advantage of music video clips – they usually appeal to students and can enliven the class. Learners often find activities related to authentic materials motivating.

A music video clip, as opposed to a song itself, has specific features – it comprises not only sound (i. e. words that are sung and music), but also pictures. Learning from both words and pictures is much deeper than from words alone as Mayer supports. Words and pictures “can complement one another and ... human understanding is enhanced when learners are able to mentally integrate visual and verbal representations” (Mayer 2005, 3-5). Video clips thus stimulate both visual and auditory learners, which is another advantage.

Music video clips are not usually longer than a few minutes, which is the approximate time an intermediate student can concentrate on listening. As there is also visual information and provided that the clip is interesting to students, it can be presumed that even lower-level learners can keep concentrating until the end without greater difficulties. Therefore, students can be exposed to a clip in its entirety, not only to a part of it, which can add an aspect of completeness and thus it can be more motivating than watching an extract from a film. The length is also appropriate as regards time management since the whole lesson does not have to be dedicated to a clip.

Another advantage of music clips is the cultural information that they carry. In many clips pictures from the target culture can be seen, and thus become a source of or a stimulus for culture discussions.

Teachers can find music video clips mainly on the Internet, for example on YouTube.com, where thousands of videos can be watched online. It is also possible to buy a DVD with a collection of video clips that are of much better quality than streamed videos on the Internet. Music videos then can be played to the whole class using a projector, interactive board or monitor; it is also possible to ask students to watch the clip individually in a computer laboratory or from home.

*Working with music video clips*

As far as methodology of using authentic video clips is concerned, the following procedure, which is common to other comprehension tasks, ought to be applied. Learners should be first motivated to watch and listen to the clip, e. g. by being asked whether they know the song already or by discussing a topic related to the clip. Unknown phrases or words should be pre-taught and some important background information can be introduced. Second, learners are given a comprehension task, e. g. to listen and summarize what the music video is about, and watch the clip. After exposure to the video it is checked whether learners did the task correctly, and another task or related follow-up activities can be done.

Generally, the tasks can be comprehension-based or language based. The former type, however, should be placed first, in order for the students to get an idea about the song. It should also be pointed out that if the students are supposed to watch the clip, the task should not require much note-taking, as students will desire to watch the clip and their performance thus can be lowered.

Since music video clips include authentic language that can be rather difficult for learners to understand, it is very important to respect the grade-the-task principle, which means to set such a task that can be successfully done by the students. As the video clip comprises both verbal and visual information, the task can be related to both of these cognitive channels. Various tasks of different difficulty can also be prepared for one video clip.

*Example activities*

A list of activities that can be done with clips can be found below. Intentionally, those activities that do not exploit the potential of video were omitted, as there is an endless variety of song-related activities and follow-up activities that are focused on language.

The activities were sorted according to the level of difficulty from the easiest to those that can be used with upper-intermediate learners. Teachers can, of course, modify the activity, so that it fits their students' level. Most of these activities were tested in a variety of EFL classes and they were appreciated both by children and adult learners.

Beginners probably do not understand much, but they still can be exposed to music clips. The task can be related to the video itself. Questions about the place or the story in the clip can be asked – to answer such questions students even do not need to understand. In the feedback, however, they have to use English, so they practise the target language.

Another activity which requires only a little understanding can be to guess and discuss what the song is about. The video can help a lot. This can be done in Czech or English, depending on the students' level. If the teacher accepts all answers and then the song is played again with lyrics, students will be eager to understand the text of the song and check whether their interpretation of the clip

was correct. If the video corresponds to the text, the pictures can help students guess the meaning of unknown words and remember them better.

It can be interesting to turn off the sound, so that the students cannot hear the song, but can watch the clip. With the clips they are likely not to know, they can try to guess what kind of music the clip represents (e. g. rock, pop, reggae, ...) and why they think so. This way vocabulary can be revised and extended. Listening to the actual song then is much more interesting (and sometimes surprising, too).

Similarly to films, the clips which include a story can be used with more advanced students for retelling the story afterwards. The clip can be also paused ("frozen") in the middle and the scene can be used as a stimulus for language- or culture-related questions (e. g. Where is he? What is he doing? Why is he doing that? How is the other person feeling? Do we do this, too?). The students can also try to predict what will happen next in the clip.

With clips that can be played on a computer the freeze feature can be even more extended. Several frames from a clip can be captured and printed out, and students then can try to put them in the correct order, try to reconstruct what the people in each picture were saying or singing, etc.

Another possibility, especially with some clips on the Internet, is to take the advantage of the subtitle feature which is available with some clips from YouTube. Students can watch the clip and read the lyrics simultaneously. For more advanced students it could be a challenge to check whether the subtitles are written correctly. Furthermore, some computer-skilled students might want to try to fix the mistakes in subtitles at home (timing, spelling and the correctness of the text of the subtitles).

### *Conclusion*

As was mentioned at the beginning of this article, songs are quite frequently used in EFL classes, and music video clips can serve as an alternative to enliven English lessons. Clips can also be more motivating than songs and the video can enhance student understanding. Students can also benefit from these clips as they are potentially motivating and activities related to them are meaningful. Clips also enliven the classes as they are different from the classroom routine. Teachers can also benefit from music video clips. Videos are easy to find and they offer a variety of tasks. In addition, clips add authenticity to lessons. If properly used, students and teachers can really benefit from music video clips.

### *References*

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## Teaching Vocabulary Can Be Fun

Thanks to the funding I received through the Socrates programme Comenius, I was able to take part in the “Special Methodology Course” in Bournemouth, UK this year. I would like to share some useful ideas I learned at the course with other teachers. In this article I will focus on three activities in teaching and revising vocabulary.

### 1. Teaching New Vocabulary

The example was adapted for teaching The Business, Pre-Intermediate, Unit 5.

Preparation before the lesson:

- a. Choose about eight key words which students will learn. (e.g. brand, desire, forehead, hype, logo, proposition, taboo, word of mouth)
- b. Each of these words should be printed on a card together with its English explanation or definition. The number of cards should be equal to the number of students. It does not matter if each word will appear several times in the class.

brand	A product or group of products that has its own name and is made by one particular company	logo	A symbol that represents an organization or company
desire	A strong feeling of wanting to have or do something	proposition	A statement that people can examine in order to decide whether it is true
forehead	The upper part of your face, between your eyes and your hair	taboo	If something is taboo, people do not do it or talk about it because it is offensive or shocking
hype	The use of a lot of advertisements and information to interest people	word of mouth	Informal conversations between people

- c. Prepare a sheet of paper with these words and 16 additional words which appeared in previous lessons and can be used in sentences with the new words. This activity will be pair work.

brand	traditional	forehead	freebie
original	desire	hype	stick
launch	word of mouth	proposition	expect
sincere	taboo	logo	advertising

- d. Prepare a list of the above mentioned new words with their definitions. However, the definitions should not be in the correct order.

Description of activities:

1. Each student receives a card with a word and its definition. Students mingle, find a partner, then in pairs they read their words and definitions aloud and finally, they exchange the cards and find a new partner. The activity should continue long enough so that each student reads each word at least twice.
2. The teacher writes the list of words on the board and reads them aloud. The whole class repeats. Before reading the list again, the teacher erases one word, but the class should recite the complete list. The activity is repeated until all words are erased and the students can recite the list by memory alone.
3. Now that the students are familiar with both the pronunciation and the meaning of new words, they should read the article and complete the listening exercises, in which the new words appear in context.
4. To actively practise using the words, the worksheet from step c. is provided and students compete writing their own sentences in pairs. They should use a minimum of two and a maximum of three expressions in a sentence to get 2 or 3 points respectively.
5. Finally, the students are given the list from d. above with the definitions out of order, and they should match the word and to its definition. As the students become more confident, definitions can be omitted and students can write their own explanations.

## 2. Recycling Competition

To revise words students compete in two teams. The teacher draws a grid on the board.

1 D	2 F	3 H	4 R
5 P	6 A	7 E	8 T
9 R	10 O	11 S	12 D

The numbers represent points, while the letters are the beginning letters of the words which the students will guess. A team chooses a square and teacher tells the definition of the word. The team which gives the correct word gets the points.

The verbs in this example are: dismiss, fire, hire, retire, promote, appoint, employ, transfer, resign, outsource, sack, demote.

### 3. Filling in Competition

The teacher prepares a set of three cards to be filled in. This type of activity is adaptable, thus not only vocabulary can be revised. To begin, each student receives the first card to fill in. The first student who completes the task gives their card to the teacher, who checks the answers and gives the student appropriate feedback. If there are no mistakes, the student receives the second card from the set. If some corrections are needed, the student has to do them at his desk and return afterwards. The other students queue at the teacher's desk to get all three cards one by one. The first student to complete all three cards correctly is the winner.

Examples of the card texts:

1. Write a negative sentence to describe each word.

e.g. Atheists don't believe in God.

- a. Dyslexics .....
- b. Insomniacs .....
- c. Vegans .....
- d. Naturists .....
- e. Teetotallers .....
- f. Pacifists .....

2. Complete these sentences with a negative form of one of the following words. (There is one extra word.)

*reliable conscious content legible curable legal mature*

- a. It is \_\_\_\_\_ to sell alcohol to anyone under 18.
- b. Your handwriting is \_\_\_\_\_! Please write more clearly.
- c. Trains in England are \_\_\_\_\_. They never run on time.
- d. You are really \_\_\_\_\_ for your age! Don't be so childish!
- e. She fell and hit her head and was \_\_\_\_\_ for a few minutes.
- f. There is growing \_\_\_\_\_ with this government.

(Key: a. illegal, b. illegible, c. unreliable, d. immature, e. unconscious, f. discontent)

3. Complete these sentences with an appropriate phrasal verb in the correct form. Use phrasal verbs which have these meanings:

*reduce resemble start stop employ respect*

- a. Since I \_\_\_\_\_ smoking my cough has gone.
- b. Try to \_\_\_\_\_ the amount of fat you eat everyday.
- c. The company \_\_\_\_\_ five new employees this month.
- d. I \_\_\_\_\_ computing business when I lived in Japan.
- e. I \_\_\_\_\_ my father. We are both really impatient and short-tempered.
- f. I \_\_\_\_\_ my teacher. He's a really good role model.

(Key: a. gave up, b. cut down, c. took on, d. got down to, e. take after, f. look up to)

All the above mentioned activities were adapted from the course notes 'Special Methodology' organized by the Richard Language College, Bournemouth, UK.

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## BOOK REVIEWS

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### Eats, Shoots and Leaves – The Zero Tolerance Approach to Punctuation by Lynn Truss

Profile Books, London 2003  
210 p.

*If there is one lesson to be learned from this book, it is that there is never a dull moment in the world of punctuation. (p. 125)*

**Eats, Shoots and Leaves** is, formally said, a handbook on punctuation. But I daresay there is more to the “handbook” point of view. It is modern view of punctuation and how we use it. By saying “we”, I actually mean “the native English speakers”, whose written language serves as (and most often as bad) example of contemporary ways of treating punctuation.

Lynn Truss offers a complex work on punctuation rules and also grips her reader by immensely witty style of the life-story of punctuation, the hero of Eats, Shoots and Leaves. If you think you know everything about the English punctuation, then the book is there for you to read, laugh and enjoy. If you doubt your knowledge of correct placement of commas, semi-colons, interrogation marks and their other little friends, then the book is a must as well as bliss for you. Lynn Truss gives the simplest (though concise) rules ever to use the right punctuation marks. If you have no problem to use punctuation marks but feel your students do – this is the book for you to read. It offers a lot of ideas to implement punctuation theory into your classes, in a non-violent, user’s friendly style. The book gives humorous examples of punctuation used incorrectly (And what else is Eats, Shoots and Leaves? It is a joke based on incorrect phrasing of: The panda eats shoots and leaves. It is mere punctuation which gives it the ambiguity turned into a joke.)

If you are a non-native speaker, you may appreciate how well it is written, academic but feasible, and also highly readable. As non-native reader, I loved to find there was many a mistake in punctuation the English would often make, but I was glad to know that my students rarely do. I now use the natives’ confusion of *who’s* – *whose* to motivate my students by showing them they can do better than the natives as *who’s* and *whose* are scarcely confused by my students.

Lynn Truss, a *stickler*<sup>1</sup> herself, in a sticklers-of-the-world-unite way encourages non-linguists to take care of the language, correct wrong phrases and speak loud if there is violence committed against the purity of the English punctuation.



What may be very useful to the reader is her full list of how to use correct punctuation marks. I recommend you do your reading with a pen in your hand to use the book for future reference. The full list of possible uses of the apostrophe (*our long-suffering little friend*, p. 64) is to be found on pages 40 - 63, and on pages 83 – 102 there is a full list of how to use commas, to name but two.

Truss's playful way of talking about the serious matter of punctuation offers plenty of ideas to muse about and/or use in your practice. Is not the following example an irresistible thing to take to your classes?

*A woman, without her man, is nothing.*  
*A woman: without her, man is nothing.*  
(p. 9)

And as I am running out of space for this review, you will have to find other examples for yourselves.

Though knowing the name of Aldus Manutius is not common knowledge, he is a man of a name worth noting. Do you think you can guess which punctuation mark was given the explanation of being “*a compliment from the writer to the reader*”? There is much more to learn from the author's book. Considering that “*Milan Kundera once fired a publisher who insisted on replacing a semicolon with a full stop...*” (p. 31), you see we are talking really dangerous stuff – not only pandas fire! But as I believe in Truss's “*punctuation is the stitching of language, language comes apart, obviously, and all the buttons fall off*” (p. 19) if not used properly.

If you want to see what happened to punctuation, go for *Eats, Shoots and Leaves*. So, which sounds best to you?

*To err is human ... to forgive divine.*  
*To err is human – to forgive divine.*  
*To err is human; to forgive divine.*  
*To err is human: to forgive divine.*  
*To err is human, to forgive divine.*

*To err is human?* There is a chance to err less as far as punctuation is concerned. Wishing you all good luck on the way!

<sup>1</sup> stickler – a friend of the language and its right use; a fighter for the truth

Deller, S. & Price, C.: *Teaching Other Subjects Through English*, Oxford University Press, 2007, 151 pp, ISBN 978-0-19-442578-0

The above-mentioned resource book gives practical guidance to teachers of 11-18 year-old students whose task is to teach other subjects through English, i.e. it concerns Content and Language Integrated Learning (CLIL). Apart from that, it may be of great help to teacher trainers as well as trainee teachers who deal with implementing the CLIL approach.

The publication consists of seven chapters (Giving new information, Teaching and activating key vocabulary, Speaking, Writing, Consolidation and revision, Using supplementary resources, and Project work), which contain more than 60 classroom activities to be used when teaching mathematics, music, physics, history, etc. in English. It is intended to support the subject textbook.

Each activity is clearly presented and structured: the information about the students' level, aim, preparation, materials, procedure, variations, and follow-up activities is included. Despite the fact that the individual activities are described using a demo subject, (e.g. ART – topic: Pablo Picasso), alternative subjects in which the particular activity could be done are always suggested (in this case: food technology, mathematics, design and technology). Thus having taken their own specific circumstances into consideration, the teachers are encouraged to modify the activities and to adapt them to a different subject by changing the content or even to adapt them to a different level, for instance by simplifying the text.

Another advantage is that working with groups, pairs, whole class, and mixed ability feature in the activities. Not only is attention paid to developing all four skills (listening, reading, speaking, and writing), but developing study skills such as note-taking, summarizing, and editing is involved, too. Moreover, there is no doubt whatsoever that teachers will find *Teaching Other Subjects Through English* a welcome resource, since the teaching materials appear to be stimulating and are very likely to create lively and motivating lessons.

Last but not least, there are four appendices to be noted: the first one offers classroom English for non-native speaker teachers, the second one focuses on useful phrases and structures for the students, the third one suggests other books on CLIL and the fourth one presents a list of practical websites where both the teachers and the students may find more information related to other subject areas in English.

To conclude, thanks to *Teaching Other Subjects Through English* many teachers may enrich the repertoire of their teaching techniques as well as classroom activities; at the same time, this publication can make their lessons more active, varied and interesting, which will certainly have a positive impact on the teaching process.

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Dear Colleagues,

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The payment without the filled-in form is very difficult to identify. The membership is for one calendar year (Jan.-Dec.). New members who send their application form and payment in October, November, December are granted membership for the following year as well. You can also send your Renewal or Application Forms via email.

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**Please note:** “*Zpráva pro příjemce*“ should contain your name and surname, “*variabilní symbol*” for new membership should state number **2010**, for renewals **your ATE membership number**.

The last bit of information concerns the contact between the executive committee and the members. As the Internet has become generally available both at schools and homes we ask ATE members to write their current email address on the Renewal Form. We believe that email contact is more flexible and economical than paper mail. Try to access ATE Web page as often as possible:

**<http://www.atecr.cz>**. If you encounter problems reaching our web page or want to suggest or improve something, do not hesitate to contact members of the executive committee.

*Vladimír Přeč*

ATE CR Membership Secretary

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ASSOCIATION OF TEACHERS OF ENGLISH OF THE CZECH REPUBLIC

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Institution .....

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Mailing address. Please circle A or B →                      A                      B

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## Ever thought of writing for *ATECR Newsletter*?

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

- interesting activity used with your learners
- research on language, literature, or teaching/learning topic of interest to your colleagues
- 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

Submissions are invited from previously or never-before-published writers. Please see our guidelines in “How To Submit an Article to the *ATECR Newsletter*”.

### How To Submit an Article for possible publication in the *ATECR Newsletter*?

1. Submissions should be in English!
2. Articles must be submitted electronically (preferably in .rtf or .doc format as an attachment to e-mail) to: [honza.teichman@seznam.cz](mailto:honza.teichman@seznam.cz).
3. Include the following information:
  - a) Your name and title, the way you wish them to appear.
  - b) The name of your institution or other identifying affiliation.
  - c) An e-mail or other address where readers who wish to cement (or congratulate you !) may contact you.
5. When your article is accepted for publication, you will be notified by e-mail.
6. If you would like to receive one complimentary copy of the *Newsletter* containing your article, please indicate the postal address where it should be sent.
7. Authors of the articles will be contacted in case of substantial changes in their contributions.
8. References to articles and books cited must be complete. For journal article include author, date of publication, title of the article, title of journal, volume number, and page numbers (where article appeared). For books include author, year of publication, title, location and name of publishers.
9. For electronic sources include also type of medium used and access to the source.



### Contributions

**Please see on the preceding page of this issue for detailed instructions.**

THE DEADLINE FOR THE NEXT ISSUE IS October 31, 2009

E-mail to:

*honza.teichman@seznam.cz*

or send to:

**Mgr. Jan Teichman,  
KAJL, UHK PdF,  
Rokitanského 62,  
500 03 Hradec Králové 3**

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We would like to state that the ATECR cannot accept responsibility for the content of any advert that appears in the Newsletter.

### ATECR NEWSLETTER Journal of English Language Teaching

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## Trust the leader

Most of the English teachers and students (of any age and level of English competence) know the “Red” and the “Blue Murphy”. Of course, I am talking about the *English Grammar in Use* and the *Essential Grammar in Use* by Raymond Murphy. Millions of users around the world have one of these books on their shelves at home and open it not only when they go to an English class.

Quite rightly the *English Grammar in Use* has the reputation of being the most popular ELT book ever!

Both books have had three new editions - luckily, English grammar has not changed much since *English Grammar in Use* was first published. Ray Murphy presented his Third edition in March 2009 in the Czech Rep and mentioned there had been relatively few changes in the grammar content book (good news for those of us, who already have essential grammar learning behind them!). Some things, however, have to change dramatically – for example, all examples with smoking had to go (guess why!).

But how did it all start? Those who know the beautiful third edition of the book would hardly believe that in the beginning there was just a heap of worksheets in Ray’s drawer.

Ray worked as a teacher of adult learners at that time and realised that many students wanted help with certain grammar points, which could not always be covered adequately in class. So, whenever his students needed more practice or explanations, Ray wrote a double worksheet for them – and the amazingly user-friendly format of the *in Use* series was born: explanations and examples on one side – practice and exercises on the other. (By the way, now practically every supplementary grammar book has a similar format and not only English grammar books – it is enough to look around any specialised bookshop). The worksheets also had to be quite simple and use simple language as students were of different nationalities and it was not possible to use their native languages for explanations.

After some time Ray’s drawer was full of worksheets and he decided to send a proposal for a grammar book to 3 big publishers. Two of them rejected it and *English Grammar in Use* became one of the first ELT books published by Cambridge University Press 25 years ago and by far the most popular for many years to come. The secret behind the success of *English Grammar in Use* and *Essential Grammar in Use* is that they were created not just for the sake of

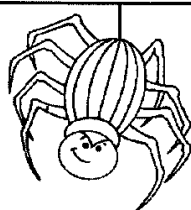
writing a book, but were brought to life by concrete needs of English students. Their practicality is much appreciated by all teachers and students. Both *English Grammar in Use* and *Essential Grammar in Use* are still used the way Ray originally meant them to be used – to supplement course books and for self study.

In 25 years both books have come a long way – from separate worksheets to full colour books with fully interactive CD ROMs, on-line support, quizzes, new games to download from the website, etc.

The author and the editors have plenty of plans on how to make *English Grammar in Use* and *Essential Grammar in Use* suitable for the modern i-world and who knows how we are going to practice our Grammar *in Use* in the next couple of years – on interactive whiteboards or on our mobile phones, discuss grammar on blogs and Facebook or watch demos on YouTube, project a stubborn grammar rule on the ceiling before going to bed or have it displayed on your wrist watch wherever we go?

But the real books, loved and used by so many students and teachers, will remain with us for some time, that is for sure!

Mgr. Olga Stankova  
ELT Manager  
Cambridge University Press



## **Forum for Fair Employment: How can we work together?**

The Forum for Fair Employment (FFE) is committed to addressing employment issues within the ESL/EFL profession on a global basis. This commitment is reflected in our mission statement:

FFE is dedicated to addressing the employment concerns of ESL professionals hired in educational institutions across the U.S. and around the world, particularly those hired as part-time, temporary, adjunct or contingent employees. FFE is dedicated to righting the inequities facing ESL professionals and to promoting the improvement of their working conditions. FFE advocates improved benefits, salary, job security, staff development opportunities and access to promotion to full-time, permanent, and/or tenure track employment for all ESL professionals.

As a forum, while we are officially independent of TESOL, Inc., we are provided with a table, an academic session and a "social" (which functions as our annual business meeting) at the annual TESOL conference. We also work actively with the TESOL Standing Committee on Employment Issues.

We operate a professional email list and have an official website as well as maintaining an archive-only website. In addition, we distribute a newsletter twice a year. Information on all of these along with our organizational structure and current officers is available at:

<http://karen.stanley.people.cpcc.edu/FFE>

FFE would like to establish stronger links with all TESOL affiliates. We hope to include any and all interested people on our email list (no membership or affiliation is required to belong), and would like to find liaisons in all geographic regions. The people who volunteer as liaisons would help us be more aware of employment issues, developments and achievements throughout the ESL/EFL world.

Achievements of FFE include:

- organizing multiple sessions at TESOL conferences (international and regional),
- publishing articles on relevant issues in local newspapers,
- publishing articles in TESOL-related publications,
- successfully advocating for a reduced TESOL membership and conference rate for part-time/adjunct/contingent ESL/EFL professionals,

- promoting and participating in Campus Equity Week in North America (in Canada known as Fair Employment Week) and COCAL (Conference on Contingent Academic Labo(u)r), and
- successfully supporting and contributing to TESOL position statements on key employment issues

We welcome all interested ESL/EFL professionals to join us. People with questions can contact FFE secretary Karen Stanley at [karen.stanley@cpcc.edu] or any of the other FFE officers listed on our website.

Related links for further information:

FFE Website:

<http://karen.stanley.people.cpcc.edu>

TESOL position papers:

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=32&DID=37](http://www.tesol.org/s_tesol/seccss.asp?CID=32&DID=37)

General COCAL website:

<http://www.cocalinternational.org/>

Chicago COCAL Website:

<http://www.chicagococal.org/>

California COCAL Website:

<http://www.cocal-ca.org/home.htm>

article about Campus Equity Week/Fair Employment Week

<http://www.aaup.org/AAUP/issues/contingent/cewpage.htm>

internet resources related to employment issues (slightly out-of-date)

<http://www.chicagococal.org/stanley-internet-resources-contingent.htm>



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