# ATE Newsletter

## Association of Teachers of English of the Czech Republic

# Journal of English Language Teaching

# ATE Newsletter – Journal of English Language Teaching

# Table of Contents:

## Between the Newsletters:



**Libuše Kohutová**

Dear all,

I hope you spent a wonderful summer and you will be able to make yourself a bit warmer by bringing back these sweet memories during long cold winter evenings. It is my great pleasure to inform you that some ATECR members spent their summer by working hard to be able to welcome you to our now annual conference, this time taking place in a beautiful town of Uherské Hradiště. It makes me extremely happy and proud that there are still people willing to devote quite a lot of their free time and energy to organizing these great events. I hope that you all will come and thus support their work. I do believe that the 2015 SHADES OF ELT have a lot to offer: outstanding plenary speakers as well as concurrent session speakers, after-parties in wine cellars and much more. Which other places have such a unique atmosphere?

The fact that the conference is held in Moravia is also crucial as it is a sign of a successful merger of our two associations which happened exactly a year ago. Not only does the current ATECR board comprise of former MSSUA/MSATE members but we are also able to cooperate on the conference, no matter in which part of the country it takes place. I love it! One country, one association. My dream has come true. Thank you all very much for your support.

On the other hand, we still have to face the same challenges: the number of members has still been decreasing and we have been trying hard to find our way in the new, changing world, full of technology and virtual environment. What can such an association like ours offer to its members? Instead of face-to-face sessions and workshops, nowadays there are held webinars whereby we even do not have to leave our homes. There are organized smaller conferences by publishing houses in towns across the whole country.

However, I think there are some obvious reasons why professional associations such as ours should not cease to exist. One of them is that people of the same profession can be united and thus they can be equal partners in negotiations with e.g. the Ministry of Education. One of the recent examples can be Kariérní řád. Professional associations have been invited to some round tables concerning this issue

but how can we speak on behalf of teachers of English if the number of our members is so low? It sometimes seems to me that Czech teachers really enjoy complaining (I also do so) but they are not willing to do much to make any changes. By becoming an ATECR member you can gain a lot - - for more benefits see our website **www.atecr.weebly.com** - - as we have a plenty of foreign partners and only our members can represent our association at their events which take place annually. But the important thing is that your voice can be the one we need when solving issues concerning all English teachers throughout the whole country.

A new school year is about to start and after 12 years, I have decided to make quite a big change: I have left the school where I was not satisfied any more. It also meant I had to move to a different place. It was hard to leave but now I am excited about this change. I wish you sincerely to have a successful school year but once you feel you do not belong to your institution for whatever reasons, do not be afraid of change: Go for it!

*Mgr. Libuše Kohutová*
*ATECR President*
*Střední průmyslová škola, elektrotechnická*
*Ječná 30, Praha 2*

# ATECR:
# The Czech Organization for
# English Teachers

# SHADES OF ELT

# Uherské Hradiště – 4-6 September 2015

► **follow us on https://atecr2015shades.wordpress.com/**

Our association's conference will be hosted by Tomas Bata University Faculty of Logistics and Crisis Management.  Topics include:

- Maturita
- Business English
- Very Young Learners
- CLIL
- Acting Locally
- Regional Issues in ELT
- ICT in ELT
- Intercultural Communication

Plenary speakers:

Graham Hall, Russell Stannard, Rakesh Bhanot, Lynda Steyne, Gary Anderson and Hugh Dellar.

The Conference will officially open on Friday, 4 September 2015 and close on Sunday, 6 September 2015, and has been accredited by the Ministry of Education (MŠMT – čj 638/2015-2-12). It will thus be possible to ask headmasters and school authorities to reimburse any expenses incurred by this event.

**Tomas Bata University in Zlín**
Faculty of Logistics and Crisis Management

The **10th International** and **14th National** ATECR Conference

# 2015 SHADES OF ELT

Confirmed plenary speakers so far:
Russell Stannard · Graham Hall · David Fisher · Lynda Steyne

## 4-6 September
Studentské nám. 1532, 686 01 Uherské Hradiště

Faculty of Logistics and Crisis Management
Tomas Bata University in Zlín

### ·MAIN TOPICS·

Maturita
Business English
Very young learners
CLIL
Acting locally
Regional issues in ELT
ICT in ELT
Intercultural communication

Follow us on:
https://atecr2015shades.wordpress.com/

### ·DEADLINES·

Registration: by 15 August 2015, fee: **1390,- CZK**
Lower fee for ATECR and AMATE members: **1190,- CZK**
Lower fee for participants from the same institution:
**2 teachers 1190/each, 3 teachers 990/each.**
Special price for all full-time university students: **490,- CZK**
The registration fee should by paid by 15 August
to the following bank account: **1923416359 / 0800**
Variabilní symbol/Variable symbol: **0409**
Zpráva pro příjemce/Message for recipient: **příjmení/ surname**
More information: **www.atecr.weebly.com**

▪ The event is accredited by **MŠMT:** č.j. **638/2015-2-12** ▪

# Ideas That Work

to be held on

## Saturday, November 7, 2015

on the grounds of Gymnázium on Mikulášské Square 23, Plzeň.

run by the University of West Bohemia-Plzeň

You can find more information at

## http://www.bridge-online.cz/konference-ideas



**Registration Closes on October 9, 2015.**

---

# IATEFL PL Annual Conference in Kraków

### 18th September 2015

- Three days of intensive training seminars, plenaries, and discussion groups, live lessons with learners
- 120+ workshops on new teaching trends and techniques
- High-quality daytime and evening social programmes
- Numerous opportunities to make new friends & forge useful business contacts
- Over 100 items in the free prize draw including summer training courses in Great Britain
- Wide-range of accommodation organised near the Conference venue to suit your tastes!
- Up-to-date information and materials available on exam courses and professional bodies
- Supportive and friendly atmosphere, aided by active monitors and IATEFL Help-desk

Contact:
E-mail:   **conference@iatefl.org.pl**

Tomas Bata University in Zlín
Faculty of Humanities

The Department of Modern Languages and Literatures at Tomas Bata University in Zlín announces its seventh annual conference on Anglophone studies entitled **From Theory to Practice** to be held on **September 3-4 2015**. This event offers scholars an opportunity to present the results of their research and discuss newly developed theories as well as their practical applications.

**Keynote Speakers:**

# Lesley Jeffries

**University of Huddersfield, UK**
**Research interests: stylistics of English newspapers, stylistics of poetry, ideology in news reporting and political discourse.**

# Eva Zettelmann

**University of Vienna, Austria**
**Research interests: transgeneric narratology, cognitive poetics, British cultural theory, history of English literature and British poetry.**

# "Teaching of English for Medicine and Healthcare," an ESP Conference in Bern, the capital of Switzerland.

When: October 24 & 25, 2015

Where: Medi, Max-Daetwyler-Platz 2,  3014 Bern - Switzerland
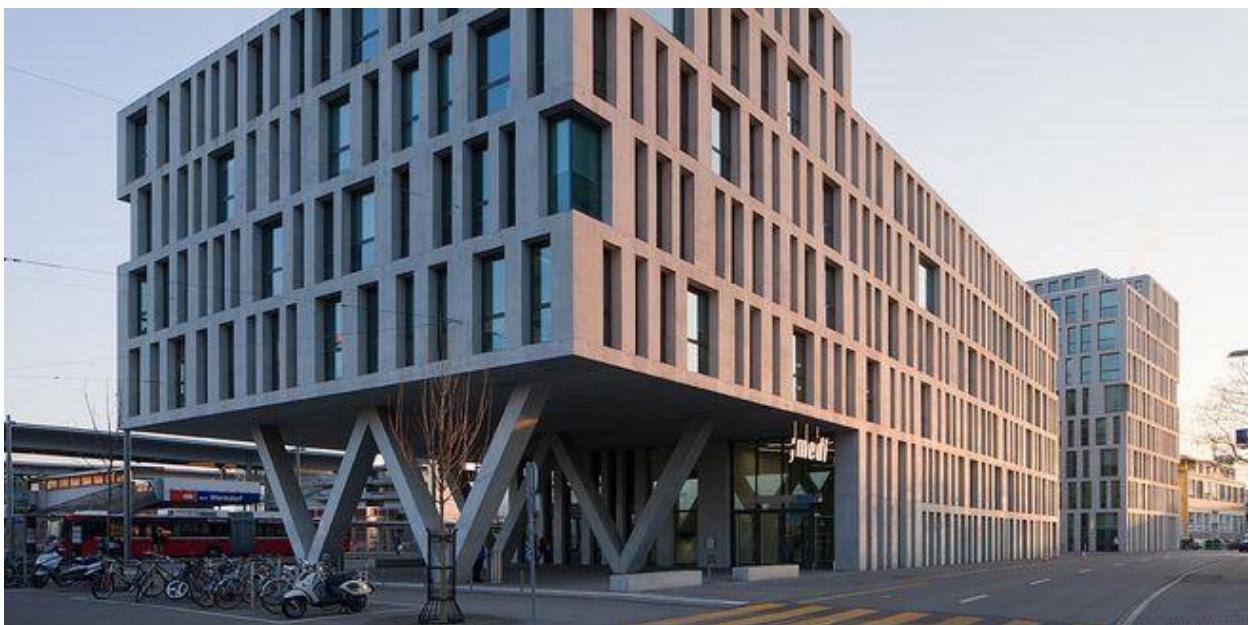


Organized by: medi, Zentrum für medizinische Bildung, Bern

## Reports on Conferences and Courses:

# Report on the 24<sup>th</sup> Annual BETA-IATEFL Conference

**Introduction:**

On June 5-7, I represented the Association of Teachers of English of the Czech Republic in the 24<sup>th</sup> Annual Beta-IATEFL Conference held in the University of National and World Economy in Sofia, Bulgaria. The title of this year's conference was "Celebrating variety: making the most of your learning and teaching context."

More than a hundred Bulgarian teachers, an overwhelming majority of whom were university teachers, took part in the event. This also explains why most of the talks and seminars were primarily for English teachers at the tertiary level.

**Notable sessions:**

Around 50 speakers led sessions about a variety of topics—ESP, Curriculum Design, Literature, Teacher Research, Young Learners, etc., but these were the speakers whose sessions I found very interesting:

1. **Terry Lamb (University of Sheffield)**

   Prof. Lamb plenary session was about how multilingualism can be a valuable and fascinating resource for individuals, communities, cities, and nations. His talk drew on a number of research projects and creative initiatives in the UK and other European contexts, making reference to policy at European, national and local levels.

   

   I found Prof. Lamb's talk very interesting as I have recently been exploring how we could use our students' mother tongues to boost foreign language learning. We should aim for additive—not subtractive—bilingualism. Prof. Lamb's talk was also in line with the EU's vision of making every EU citizen fluent in three languages—their mother tongue plus two other foreign languages.

2. **Christopher Holmes (British Council, UK) and Snezana Filipovic (Kolarac Foundation, Serbia)**

   Mr. Holmes talked about the difference between English as a Foreign Language (EFL) and English as a Lingua Franca (ELF) and the role of non-native teachers of English. Ms. Filipovic talked about her experience both as a native teacher of Serbian and a non-native speaker of English.

   I have always found this area quite engaging especially since "native speakerism" is still quite prevalent in the Czech Republic and many countries in the world.

3. **Svetlana Dimitrova-Gyuzelova (New Bulgarian University, Bulgaria)**

   Ms. Gyuzelova's workshop was about making students love reading literature. She successfully demonstrated that it is possible to make a literature lesson communicative and fun. She also showed that it is possible to integrate grammar, translation, speaking, vocabulary, and listening activities using literary texts. This workshop was highly interactive and very practical.

**From fluency to articulacy: helping our students become eloquent wordsmiths**
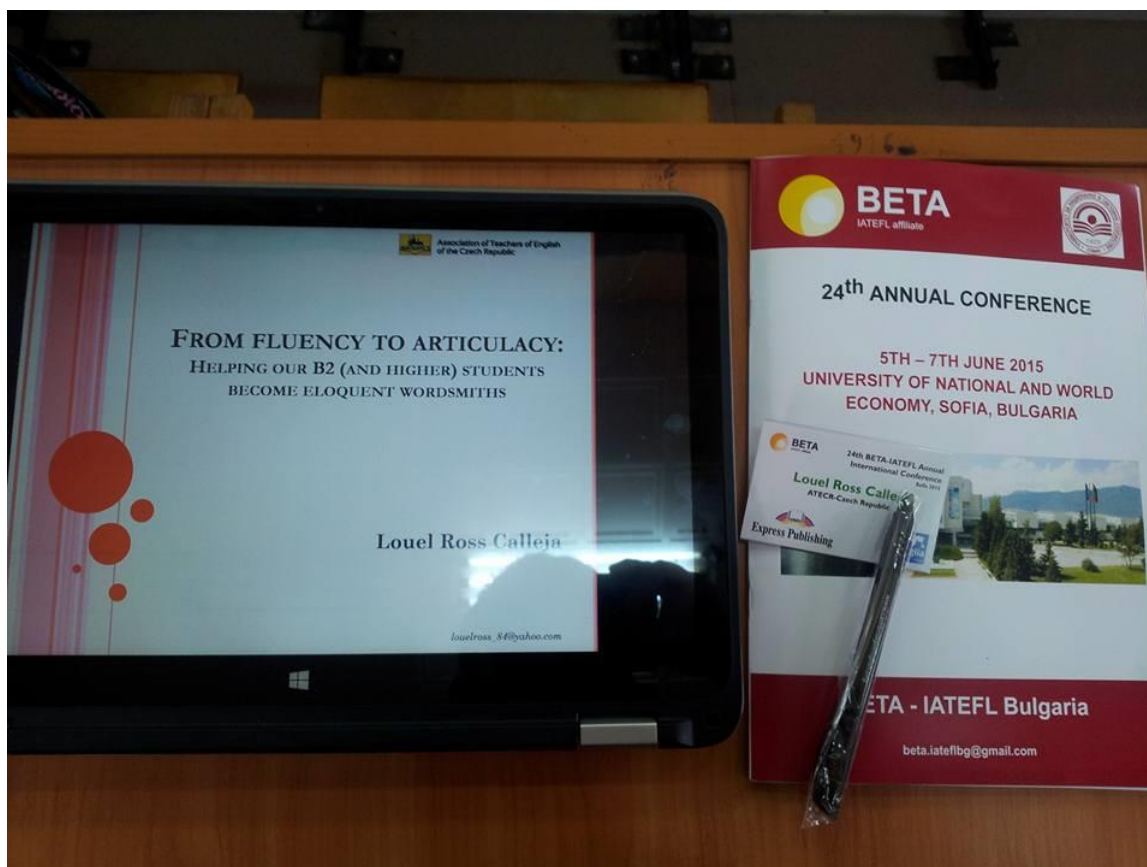


   I conducted a 40-minute-practical session on how we could help our students increase their word power and become skillful users of words. I focused on the use of various online

dictionaries and thesauri as primarily teaching materials for classroom tasks that integrate reading, writing, speaking, and even listening activities. Special attention was also given to activities that promote learner autonomy and improve critical thinking skills. The participants were very engaged and a lively discussion followed the workshop, and, with hindsight, I thought that 40 minutes was too short for all the activities that I wished to share with my group.

**The Socials:**

On the first day, all the plenary speakers and the members of the organizing committee had dinner in a cozy traditional Bulgarian restaurant in Sofia where we tried yogurt and their national brandy, which reminded me of slivovice. We also went to see Boyana Church, a UNESCO Heritage Site, which features medieval frescoes.



**Comments:**

There were some schedule problems (some plenary speakers going overtime which delayed the other talks and practical sessions) as well as technical ones (wifi not available in all rooms), but all in all, it was a great conference. The organizers certainly did a wonderful job.

*- Louel Ross Calleja*

# Report on the 23<sup>rd</sup> Annual HUPE Conference in Šibenik, Croatia

Last April 24-26, I represented the Association of English Teachers of the Czech Republic at the 23rd Annual HUPE Conference in Šibenik, Croatia

**The Speakers**
Though I was a presenter myself, I was, for the most part, just a fan gushing over ELT personalities such as CUP senior international teacher trainer Gary Anderson, Life author Paul Dummett, veteran conference speakers Rakesh Bhanot and Mark Andrews, YL specialist Gwendydd Caudwell, University of Oregon's Deborah Healey, and many others.



In my opinion, Phil Warwick's plenary talk on the teaching of grammar and Gary Anderson's session on Dogme were the most engaging of them all. They were informative and interesting at the same time.

**The Venue**

Most of my co-presentors and I have come to the conclusion that Solaris Beach Resort is hard to top as a conference venue. It is not every day one gets to present in a conference and stay in a four-star hotel on one of the Balkan peninsula's most spectacular seafronts . I did not mind walking from one hotel to another for it meant I could take in the magnificent view again and again.

As a presentor and an offical representative of the Czech Republic, I felt that the HUPE organizers attended to all our needs. They were warm, hospitable and accommodating. Marinko and Ivana did a great job leading the team. I enjoyed the dinner with the organizing committtee as it gave me the chance to bond with my fellow representatives from Bosnia, Slovenia, and other countries.



**My session (Language Correctness: Black and White? Or a Myriad Shades of Gray?)**

I talked about how our textbooks and our teaching approach tend to be too prescriptivist and how we teachers tend to see language correctness as black and white. We examined our own attitudes to 'correctness' by studying a selection of these so-called 'Czenglish' expressions vis-

à-vis a sample of authentic language. I asked the participants to decide whether it was really justifiable to keep labeling them as wrong? We also explored the practical implications of this topic, such as:

1) how this influences the way we assess our students' oral and written output;

2) what (and how much) we should tell our students when they 'confront' us with examples that seem to break the rules;

3) how we should define our relationship with English (Borrowers? Or co-owners?)
I am very happy with the way my seminar on language correctness was received. I liked the way the audience responded to my questions and shared their ideas. It was very interactive.

My experience in Šibenik was very positive, and I am hoping to welcome Croatia's representative to our conference in Uherské Hradiště this September. We are hoping that our conference will measure up to HUPE´s.

*Louel Ross Calleja*
*Official Representative, ATECR*



# Railway station as the best place for 2,500 networking educators from all over the world

*Report from 49th IATEFL annual conference; 10-14 April 2015*

A week full of great impressions – that is how I could summarize my current experience. I am very pleased and honored to have been given the opportunity to participate as a representative of ATECR at a truly international conference. About 2,500 delegates from more than 100 countries from all over the world joined the IATEFL annual event and were offered about 500 speaker sessions. This was a great chance to inform ELT professionals and public about Association for English Language Teaching in the Czech Republic (ATECR), its activities, developments and also about a new SELTIC project on manageable integration of English and Science in the classroom. Old agreements between associations were renewed and new ones signed. ATECR established the very first contact in Africa with the teacher's association in Angola and was also contacted by representatives from Peru, Venezuela, India and Egypt.

Manchester, the third-most visited city in the UK by foreign visitors, after London and Edinburgh, became the first industrialized city due to a boom in textile manufacturing during the Industrial Revolution. You can appreciate how beautiful Manchester is as soon as you start walking through its streets. Every morning I walked past the Central Library, the spectacular building which was inspired by the Pantheon in Rome, joining crowds of peers to reach the venue. Manchester was a great choice for the 49th IATEFL Annual Conference. The venue which used to be a railway station in the past, allowed hundreds of delegates to move from one session to another within short distances. And there was enough space to meet colleagues and relax, too. Pre-conference events started on 10th April and included Associates' Day. The Associates' Day enabled 160 representatives of teacher associations (TA) all over the world, including ATECR, to get together. The day began with a warm welcome by IATEFL President Carol Read and SIG representative George Pickering. George introduced a new IATEFL training scheme and an IATEFL Leadership Development Course which aims to help develop the leadership and management capacity of volunteer leaders in IATEFL and IATEFL associates and to provide one means by which TAs might reward their volunteer leaders for all their hard work for the benefit of members. Then there was a report by Les Kirkham, the TA coordinator, and a presentation of 2014 and 2015 award winners where ATECR was also mentioned.

One of the main purposes of this event is to enable the teacher associates to share best practices and discuss future developments and educators´ professional support to their current and potencial members. Tatiana Ivanova, a representative of St Petersburg English Language Teachers Association, explained how their association was developing through the past 20 years, followed by an academic consultant Mark Griffiths, Trinity College on Testing, Evaluation, and then by IATEFL Patron David Crystal. I have been following David Crystal for a number of years and have a deep admiration for his work. Apart from being a linguist expert, he is an extremely engaging and funny presenter. This time he spoke on 'World Englishes: Where next?' and accents. Have you noticed that even the queen has changed her way of speaking?

Before the traditional TA closing discussion on where to go further in supporting ELT educators, 13 poster presentations of projects and achievements of 13 more associates were presented. ATECR SELTIC project was of a great interest. Tim Banks (British Council) asked about details, including copyright issues. He found everything correct. Delegates were not only offered the general information about it but also joined a quiz and won sweet prizes. As one of the SELTIC topics were eggs, the conference was organised just after Easter, you can guess what kind of chocolates you could win :-) As you can imagine, the interest was enormous. See more at **http://seltic4u.pbworks.com** and join us for SELTIC webinar on 23 June 2015.

SELTIC, one of the two funded projects chosen from the best proposals submitted for the period the period November 2014 – July 2015, is supported by the A.S. Hornby Educational Trust through IATEFL and the British Council. The fund award is used to support teacher and teacher association development. This project is co-funded by charity work of SELTIC team members and its partners.



**Photo:** SELTIC presentation. Jitka Kolářová, Jana Jílková, Harry Kuchah (plenary speaker)

It is tempting to follow other delegates and stop this report here saying that ´it is impossible to choose highlights without omitting other important sessions´. It is true. However, I dare to continue. Despite practical hands-on tips, training and teacher´s development sessions and sessions dealing with research topics, huge attention was given to IT. The use of tablets, mobile devices and variety of teaching and testing software was in the centre of interest. On the other hand, you could notice a new trend, which brings us back to a simplified way of teaching as in the old days, e.g. brain storming and using pen and paper but no technologies.



**Photo:** Andrew Wright (on the left)

Dyslexia and special needs topics were also popular among the audience even though their choice was limited. I think that the delegates of 49th IATEFL event will agree that there was far enough to learn and share, including publishers' signature events and evening sessions.

The enjoyable evening programme enabled us to relax after busy conference days. British Council hosted reception at an admirable Victorian landmark of Manchester: the Town Hall. Other events included International Word and Music Fests, Pecha Kucha, International Quiz Night, enlightening theatrical comedy Mrs. Hoover's Singlish and the famous storyteller guru Andrew Wright Storytelling Evening.

What I liked most was the enormous expertize available among the ELT delegates present at the conference and the will to share. And there nothing better than being given valuable advice over a cup of tea or two or a glass of wine at the British Council Evening event at Manchester's majestic Town Hall on further professional developments and networking or chatting again with Malcolm Griffiths whose decade of remarkable ELT support in the Czech Republic made him a well-known and extraordinary person. I am passing his greeting on you.

Should you wish to refrain your thoughts, watch Donald Freeman´s opening plenary Frozen in thought? How we think and what we do in ELT. Donald challenged a concept of distributed responsibility between teachers and students, as opposed to shared responsibility. He introduced it by using a metaphor of a chess game where Each single action shapes what comes next.

To catch up with this and other presentations and interviews, watch the IATEFL Manchester Online by clicking here: **https://iatefl.britishcouncil.org/2015**

The 50th IATEFL event will be held in Birmingham. Why not to meet face to face heros of ELT like Ken Wilson, Jon Hird, Penny Ur, Jeremy Harmer, Scott Thornbury, Herbert Puchta, John Hughes, Jane Revell, Mike Hogan and many more? If you think about joining the ELT world in person, consider the offered scholarships:

**http://www.iatefl.org/scholarships/scholarships-how-to-apply**



**Photo:  Czech presenters at 49th IATEFL event**

In conclusion, I would like to thank ATECR for supporting my attendance, and encourage all ATECR members to consider participating in next year's IATEFL conference on 12th-16th April 2016 in Birmingham.

*Jana Jílková*
*ATECR regional coordinator*
*ICV & Pedagogická fakulta UK Praha*
*jjilkova@gmail.com*

---

# Teaching English in Ukraine – An Intensive Summer Course at the Ukrainian Catholic University

On the first of July 2015, I traveled by train from the Czech Republic to visit the Ukraine for the first time and voluntarily teach a summer course. The intensive three week program took place near Lvov (in Ukrainian: Львів) in western Ukraine, far from the war zone which lies on the other side of this large country. Many colleagues have questioned my motivation to go there (while paying my own way there and teaching for free): I strove to learn something new about the European country next to Slovakia. Ukraine has been in the news a lot lately and its war with Russia has even divided Czech politicians as to the position the Czech Republic should officially take regarding the conflict between Ukraine and the Russian Federation, the latter which militarily annexed Crimea in 2014 and aims to do likewise to much of the Eastern Ukrainian territory.

The intensive English summer school was established 25 years ago, in 1990, at the Ukrainian Catholic University. It has featured native speaker volunteers from the US, Canada and the UK, many of whom have Ukrainian ancestry as well as some command of the Ukrainian language. When I taught there in July 2015, those with a Ukrainian background amounted to more than half of the native English speaking teachers.

There were approximately 120 students divided into 12 groups with two teachers for each group. None of the students were English majors so the level was lower than I had anticipated, in fact lower than most teachers expected as well. (What the Ukrainians designate upper-intermediate is usually considered lower-intermediate in the Czech Republic.) Students majored in history, social work, philosophy, theology, among other subjects, but there were students enrolled in this summer course who did not ordinarily attend the Ukrainian Catholic University but ordinarily attend state universities in Kiev or other Ukrainian cities.

The teaching load was rather heavy with six full contact hours a day: some three and a half hours of ESL, a late afternoon elective course which we had pre-planned, and evening tutorials. The students were required to write a daily journal of 250 to

300 words a day which we read and marked. There were numerous grammar and vocabulary tests and a final exam at the end of the three-week program. There was an unpopular penalty for students who spoke Ukrainian which was supervised by the Ukrainian academic director.

In addition to ordinary course work, there were opportunities to play some program-wide games and activities. Badminton, basketball and volleyball were popular sports. Board games were played such as scrabble and games which were entirely new to me such as "SAY ANYTHING!" Many students played guitar and sang songs in English.



The religious aspect of this English summer school was pronounced. Religion was integrated into the program comprehensively, and included morning prayer (30 minutes), liturgy at midday (one hour), and vespers (late afternoon), as well as prayers before and after meals, scripture study and Sunday Mass at a nearby Catholic Church. Except for Sunday, all of the religious practices were conducted in English (Sunday was reserved as a "day of rest" – from English). Nuns and seminarians were among the English summer school students.

My personal experience was mostly positive. Students were great: eager to learn, well-behaved and enjoying themselves and happy to have native speaker teachers. Colleagues – all volunteers who undertook a much longer trip to get to Ukraine than I did (one colleague travelled all the way from Hawaii) – were fantastic. Among the negative aspects were the poor organizational and communication skills of the academic leadership of the summer school. Last minute changes and confusion reigned, pre-planned programs were canceled and then reinstated haphazardly, and contradictory information regarding teaching assignments and expectations were

relayed to the volunteer teachers. The Ukrainian students more than made up for these shortcomings though. Students inspired teachers as much as we inspired them: they embodied enthusiasm, reliability and industriousness. They came from all parts of Ukraine but many had never had the luxury to visit other countries.

It is a sobering experience to be in the country with such a poor economy. The average salary of a Ukrainian teacher is approximately $200 a month, though that sum is also relative to the value of the currency which fluctuates a great deal. It makes me feel lucky to live in a country with significantly better living conditions!



**The accommodations were quite modern and the food was better than expected.**

*Christopher Koy*
*JU v Českých Budějovicích*
*koy@pf.jcu.cz*

Please visit the ATECR

website:

http://atecr.weebly.com

# METHODOLOGY AND CULTURE

## Czenglish - A Challenge for Corpus-Based Practice

Jana Zvěřinová

**Abstract**

*A typical phenomena in second/foreign language acquisition is negative transfer, known as interference, which is a negative influence of the learner´s first language (L1) on the second/foreign language (L2) they learn. The paper explores effective ways to use corpus-based activities in the English classroom with respect to typical mistakes Czech learners of English make. Its objective is to analyse six representative examples of systematic errors and present in-class practice which would lead to their elimination. Although in-class use of corpora might still be seen as a challenging task, both for students and teachers, the paper shows the beneficial effect on the increase of critical understanding of L2 and the learners´ motivation to deal with their mistakes.*

**Key words**

L2 acquisition, corpus, interference, Czenglish, in-class practice, COCA

## Introduction

The widespread use of computerised information and data has substantially fostered the development of new technologies and tools for teaching and learning. Correspondingly, new approaches have been naturally reflected also in language education. A significant shift occurred mainly with the introduction and utilization of corpus (pl. corpora), whose potential has been extensively used by linguists, lexicographers and other researches for the last four decades. All modern dictionaries are based on corpus research, and similarly, newly emerging course books respond to findings about real language presented within corpora. Logically, corpus has also become an object of attention of methodologists who have understood that its capacity could be developed in second/foreign language (L2) teaching alike. One of the current approaches is data-driven learning (DDL) - a process which confronts the learner as directly as possible with the data, and makes the learner a linguist researcher (Johns 2002, 108).

L2 acquisition has many stages. L2 learners very often struggle with interference, which means that L1 habits cause errors in the L2 (Crystal 1987, 392). Czech learners of English are no exception to this. They use *Czenglish* – English with minor or major mistakes of grammatical, syntactical, lexical and phonological type with roots in the Czech language

system. One of the principal problems here is that teachers of English, being in most cases non-native speakers, do not often draw their students´ attention to these differences and mistakes. The fundamental responsibility of L2 teachers should be the error recognition, and preparation of follow-up activities which will intensively and extensively expose students to the correct use of L2 which will lead to the elimination of the original mistakes and acquisition of natural expression.

Therein lies the crucial role of corpus as an effective tool for in-class practice. The benefit of using corpora for L2 teaching is that it gives students the chance to actually work with language and analyse it (Al Saeed and Waly 2009). Giving students the freedom of exploration and discovery to draw their own conclusions is one of the most highly motivating aspects of L2 teaching, and it also reflects current learning styles. As (Reppen 2010, 5) points out, when learners are engaged in meaningful activities (e.g., hands-on activities) that involve them in manipulating language, they learn more information and retain that information longer.

## Corpus-based Activities

Corpora and corpus-derived tools give their users information principally from two language areas: frequency of words and their natural environment. To understand how corpora can be used it is essential to understand the following important terms.

Concordance – a list of occurrences of a selected word or phrase i.e. target, key expression from a corpus with the immediate context.

A concordance line - a line of text taken from a corpus. Each concordance line in a set includes the target word, i.e. the word being studied. The target word is always in the middle of the concordance line. This means that when we study a word in a set of concordance lines we can see its context, in other words, the words which are used before it and after it (Haywood 2014).

A concordancer – a computer program/software (either installed or accessed through a website) that searches a corpus for a target expression.

KWIC - an acronym for Key Word In Context, the most common format for concordance lines. It is a computer-generated index alphabetized on a keyword that appears within a context.

A cluster - a group of the same or similar language structures gathered around or occurring closely together.

Lemmas – different forms of a word (go, goes, went, gone, going).

Lemmatisation - is the process of grouping together the different inflected forms of a word so they can be analysed as a single item.

The teacher´s role in corpus-based language practice is primarily as a facilitator and guide. To start up DDL and follow-up activities in English classes it is advisable to demonstrate essential steps and ideas first, and after students have increased their confidence, to let them become more independent corpus users. It is important to note that the key to successful DDL is the appropriate level of teacher guidance or pedagogical mediation depending on the learner´s age, experience, and proficiency level (McEnery and Xiao 2011, 371).

Another important element is class language storage, in other words it is keeping the language used in the class for future recycling. As we do not want the correct language produced in the class to disappear for good, we should download a collection of students´ shorter or longer texts to concordance software, AntConc (Anthony 2012-) in this case, where example sentences can be reused and the target language practised again. It is the way to create a corpus based on teachers´ own materials. Teachers might also like to combine computer-based activities with printed-out materials either directly copied from corpora or tailored to the students´ needs. Sometimes even print-screen shots presented to students will do to demonstrate the idea or activity.

**Corpora and corpus-derived tools used in this paper**

COCA - The Corpus of Contemporary American English is the largest freely-available corpus of English, and the only large corpus of the American English, which contains more than 450 million words of text and is equally divided among spoken, fiction, popular magazines, newspapers, and academic texts. It includes 20 million words each year from 1990-2012 and the corpus is also updated regularly (the most recent texts are from summer 2012), (Davies 2008- ).

BYU-BNC – British National Corpus with 100 million words of texts collected between 1970s-1993 (Davies 2004- ).

Brown corpus+ BNC (written and spoken) = over 3 million words, combining the British and American English, accessible through Lextutor (see below).

AntConc – a freeware concordance software program easily downloadable to a computer. It enables its users to create their own corpus from a collection of texts of their own choice.

1k Graded Corpus (530,000) – formed of hundreds of graded readers, suitable for near beginners. Accessible through Lextutor.

Lextutor – Complete lexical tutor, a multifunctional corpus-derived tool for DDL on web including, e.g. a concordancer, frequency check, cloze makers, word profiles (Complete Lexical Tutor 2014)

Just-the-word – a corpus-derived tool (based on British National Corpus) which organises key words in clusters according to a part of speech they most frequently appear in. The frequency of each collocation is illustrated by a green bar - the longer the bar, the more frequent the collocation. Clicking on the chosen collocation shows concordance lines illustrating how it is used in context (Just The Word 2014).

**Which mistakes to focus on?**

The best springboard and a rich source of systematic mistakes for this paper was a pioneering book *English or Czenglish?* (Sparling, 1987). It is a collection of the most typical grammatical and lexical instances which cause the Czechs problems in English. The book has also its on-line version (Natural Language Processing Centre 2001- ). Another supply of erroneous use was collected from students´ in-class production of English, either written or spoken. The attention was focused on the analysis of mistakes of various types so as to cover a wide range of lexicogrammar features and language levels varying from pre-intermediate to advance. The error selection was also made with the respect to follow-up corpus-based practice to demonstrate various ways of corpus usage.
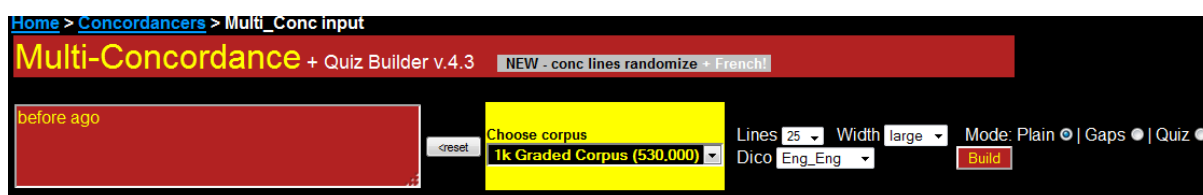
For clarity´s sake, the mistakes were grouped according to the language level at which they predominately occur. All erroneous examples are marked with an asterisk.
In the part that follows there are some ideas on corpus-based activities dealing with the Czenglish. Even though certain methods are recommend for the individual cases, teachers should feel free to modify them to their and students´ needs.

A. Pre-intermediate level
**1**. At this level students very often overgeneralise rules and meanings of certain language structures and expressions to cope with L2. They, for example, do not distinguish between the expressions of time *before* and *ago* as the Czech translation of both is the same *před*.

- *\*We met before twenty years. x We met twenty years ago.*
- *He came home before 10 o´clock.*

Probably the easiest way to show and explain to students how corpus works is to introduce Lextutor and its concordance program in the class. At lower levels it is beneficial to choose graded corpora with simplified but still natural-sounding language. In the first activity students study the examples of *before* and *ago* in the plain mode (Fig. 1) and (Fig.2), then a half of the class is given the gapped lines previously printed out and cut by a teacher, the second half gets cards with either *before* or *ago* written on them. Students show each other the lines and the cards trying to match them correctly. As a follow-up activity a teacher collects back the gapped lines, shuffles them and distributes back again around the class and the students guess which key word is missing.



**Fig. 1 Complete Lexical Tutor**



**Fig. 2 Complete Lexical Tutor – 1k Graded Corpus concordance lines**

**2.** The following problematic expression cannot be considered as completely erroneous, but nevertheless it is not used by native speakers in the given context. A frequent reaction of Czech learners to a simple question is:

- *What did you do at the weekend? - *I was in the cinema on Saturday.*

But the naturally-sounding English answer in this situation is:

- *I went to the cinema on Saturday.*

The Czech language offers both meanings in this context: *V sobotu jsem byl v kině/ V sobotu jsem šel do kina.*

As students think they can use both they choose the easier one with the past simple *be* form avoiding the irregular form of the verb *go*.

To show students which of these verb phrases collocates with the noun _cinema_ and is the correct and most natural one, they enter _cinema_ in Just-the-word and check the frequency of collocations within the given clusters. The green bars display that cinema most frequently collocates with the verb go. Students then read concordance lines with the key expression _go to cinema_ (*go* is lemmatised and thus the collocation appears in various verb forms) (Fig.3).

Students focus on the past simple form of the collocation. First, each student puts down 12 example sentences or logical segments, and then has to remember one of them. Students take turns writing their sentences on the board in the form of a concordance line with the collocation in the middle to reconstruct back the original example sentences.
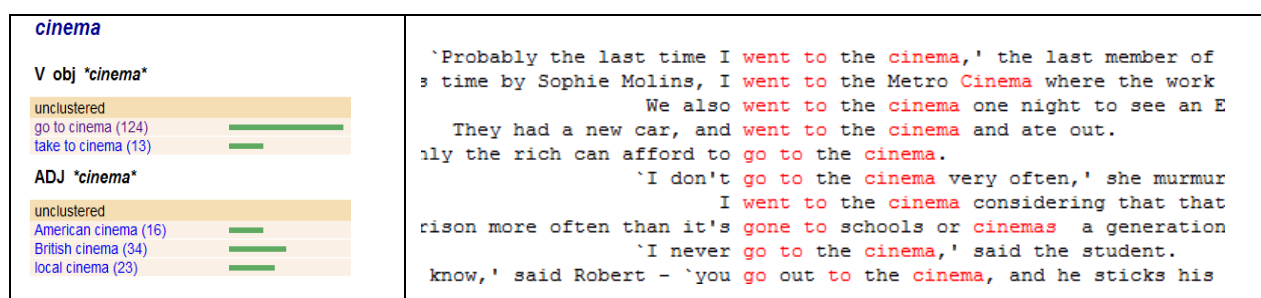


**Fig. 3 Just-the-word – British National Corpus**

B. Intermediate level

**3**. The word _rather_ with a variety of meanings and functions is rated among essential expressions in English (Cambridge Advanced Learner´s Dictionary 2008). It is widely spread and used by native speakers nevertheless in English teaching it lacks the attention it deserves. Students then express the same idea in different words, which might sound clumsy and unnatural in certain contexts.

To distinguish among various meanings and uses of the keyword _rather_, students are given 4 meanings of this adverb that CALD considers essential (small amount/to a slight degree; more exactly; preference; very/to a large degree) and numbered concordance lines in which the word _rather_ appears in all these meanings. Students then match the correct meaning to the line(s) it corresponds to. And look for the most common patterns. They also identify the

one (*,or rather*) that is often erroneously substituted by Czenglish * *better to say/better said*. Then they study other correct examples in the COCA KWIC lines and keep record of their results (Fig.4). For the next class students bring a short paragraph of a text in which they use *rather* in all studied meanings. They read them aloud in pairs and check if the key word is used correctly.



**Fig. 4 The COCA KWIC lines**

**4**. The collocation meaning to give information in writing, numbers or signs *it says, it said* is another problematic expression.

- *In the newspaper there was written that the tornado had destroyed several regions in the USA.*

It is a typical example of negative transfer from the Czech language (*V novinách bylo napsáno/se psalo, že tornádo zničilo několik oblastí v USA*). As students follow English rules of sentence structure here, they are not aware of the incorrect usage unless they are introduced the right collocation.

- *The newspaper said that the tornado had destroyed several regions in the USA.*
- *It said in the newspaper that the tornado had destroyed several regions in the USA.*

With the help of the COCA students learn how to express correctly that something gives us information in writing, numbers or signs. To avoid the Czenglish erroneous expression *it´s written on the bottle*, the students compare context and frequency of the expression *it´s/it is written* and *it says* in the COCA list option (Fig.5). Then they focus on the key word *it says* picking words that refer to it in the phrase. Students should find words such as *this report, the brochure, my driver´s licence, the label*. It is important to point out to the students that the phrase appears frequently also in the form of *noun+say/said*. For the next class students are to bring more collocations with *say/said* in the same patterns.

| 2012 | FIC | JrScholastic | A | B | C | " Julian: It's a rumor. # Hall: Oh yeah? **It says in** this report that Negroes don't have the intelligence for air combat. # |
| 2012 | FIC | Analog | A | B | C | see this homework. " # " It's about First Contact. And **it says in** the lesson they don't do things that way anymore, so I do |
| 2012 | NEWS | WashPost | A | B | C | of a barn. A hay barn. # " Dr. Lewis, " **it says in** enormous letters visible to anyone driving down Route 360 near the fishing |
| 2011 | SPOK | NPR_TalkNat | A | B | C | an epilogue that takes place in 1990, and I - you know, **it says in** the script that when you see him, he's really quite weak. |
| 2011 | SPOK | Fox_Susteren | A | B | C | like what you're doing. That's the first thing. However, **it says in** the article that when you were confronted by it that you got |
| 2011 | FIC | Bk:MoonlightCove | A | B | C | But what do we know about this company? " # " Only what **it says in** the brochure, " Laila replied, glancing at the back page |
| 2009 | FIC | Bk:MiseryLovesCabernet | A | B | C | much time exercising as I do obsessing about men, I'd weigh what **it says on** my driver's license by now. # I glance over at the pack |
| 2009 | FIC | Bk:Lovesick | A | B | C | an idiot even though she asked me, and I told her exactly what **it says on** the tiny green label. The label I put there. " # Gregory |
| 2008 | SPOK | NPR_Park | A | B | C | I think that that would be hypocritical. STEWART: One of the things **it says on** your site, it says we want to encourage God's plan for people |
| 2008 | SPOK | NBC_Today | A | B | C | R-O-F-L. GIFFORD: Oh, you said rolf. KOTB: That's what **it says on** the card, rolf. Another reason why we don't need cards. |

**Fig. 5 The COCA list option concordance lines**

## C. Upper-intermediate to advanced level

**5.** Even at advanced levels of English we can hear or read Czenglish. The negative transfer into L2 is reflected in the common erroneous phrase *way how,* which is influenced by Czech *způsob, jak něco udělat*

- *\* Thereˊs no way how to prove that he stole the money* (Sparling 1989, 264)
- *Thereˊs no way to prove/of proving that he stole the money.*

First, students check in the online Lextutor concordancer that this Czenglish word combination has zero hits in the Brown+BNC corpora, they should be pointed out that it does not appear in the 3 million-word corpora at all (Fig.6). As the word *way* itself occurs in many phrases and collocations students need to be given some kind of guidance in their searches here. They know that their task is to focus on *way=method/manner something is done*. They are provided with a previously prepared gap-filling exercise based on a collection of concordance lines with the word *way* in the centre and a gapped word that immediately follows after it. Once the class have agreed on the correct expressions to go in the gaps, they are divided into groups each of them searching the Brown+BNC corpora for examples of one of the uses just studied. Students are then re-grouped so that they can share all types of representative examples within the new group. As a follow-up exercise, students look at the original texts from which the lines come from, trying to specify the register and style.

Home> Concordancers> English input [ <Back (keep settings)]    Concordance for *equals* WAY HOW in mega_corpus.txt    v.7 Feb 2014, menu-fired
sorted 1 wds **left** of key    Get   Eng_Eng   Dictionary    Bottom summary info
Extract >>   AllØlany10l20l30l50   Key equals ▾ way how   in All of above (>3m) ▾ sorted 1 wd ▾ left ▾ +assoc   on left ▾ side   << Go

**Zero Hits**

**Fig. 6 Complete Lexical Tutor – Brown corpus+ BNC**

**6.** There are many English adjectives ending _–ic_ or _–ical_ . It is very difficult for Czech speakers to distinguish between them as there are no general rules as to their correct usage, the meaning of the adjectives with these suffixes seem to be very close, and there is usually only one Czech translation of both: _electric x electrical (elektrický)_

- _an electric kettle x electrical device_

The only way to illustrate and understand the differences in usage of these adjectives clearly and in detail is to search in corpora for immediate collocations that follow after them. Each of these adjectives is a modifier of a noun that determines its choice.

Students search for the pairs of collocations in the COCA, setting the compare and relevance options, which enable them to see both adjectives concurrently, and to compare which collocates occur with Word 1 but not Word 2 and vice versa (Fig. 7). By clicking on the results students see and study the collocations in context. As a follow-up activity they get gapped collocation lines in random order with the adjectives missing.

WORD 1 (W1): **ELECTRIC** (2.20)

| | WORD | W1 | W2 | W1/W2 | SCORE |
|---|---|---|---|---|---|
| 1 | MIXER | 825 | 0 | 1,650.0 | 748.8 |
| 2 | GUITAR | 276 | 0 | 552.0 | 250.5 |
| 3 | CHAIR | 388 | 1 | 388.0 | 176.1 |
| 4 | BLUE | 111 | 0 | 222.0 | 100.7 |
| 5 | 'S | 111 | 0 | 222.0 | 100.7 |
| 6 | : | 105 | 0 | 210.0 | 95.3 |
| 7 | GUITARS | 80 | 0 | 160.0 | 72.6 |
| 8 | CARS | 470 | 3 | 156.7 | 71.1 |
| 9 | CO | 312 | 2 | 156.0 | 70.8 |
| 10 | VEHICLE | 138 | 1 | 138.0 | 62.6 |
| 11 | RAZOR | 63 | 0 | 126.0 | 57.2 |
| 12 | STOVE | 63 | 0 | 126.0 | 57.2 |

WORD 2 (W2): **ELECTRICAL** (0.45)

| | WORD | W2 | W1 | W2/W1 | SCORE |
|---|---|---|---|---|---|
| 1 | ENGINEERING | 405 | 3 | 135.0 | 297.5 |
| 2 | ENGINEER | 280 | 4 | 70.0 | 154.2 |
| 3 | ACTIVITY | 173 | 3 | 57.7 | 127.1 |
| 4 | CONTRACTOR | 25 | 0 | 50.0 | 110.2 |
| 5 | CONNECTIONS | 47 | 1 | 47.0 | 103.6 |
| 6 | COMPONENTS | 47 | 1 | 47.0 | 103.6 |
| 7 | CODE | 23 | 0 | 46.0 | 101.4 |
| 8 | ENGINEERS | 91 | 2 | 45.5 | 100.3 |
| 9 | PARTS | 20 | 0 | 40.0 | 88.1 |
| 10 | CONDUCTIVITY | 39 | 1 | 39.0 | 85.9 |
| 11 | PROPERTIES | 38 | 1 | 38.0 | 83.7 |
| 12 | WORK | 75 | 2 | 37.5 | 82.6 |

**Fig. 7 The COCA mutual relevance lists**

**Conclusion**

One of the most significant moments in L2 teaching is raising students´ language awareness. It applies particularly to language situations in which negative transfer from L1 to L2 occurs. The paper focused on Czenglish as a negative phenomenon in acquisition of English, and on corpus-based in-class activities which help rectify this unfavourable aspect of L2 learning. Considering the fact that the error recognition is a crucial step for the error elimination, the analysis of 6 representative examples of erroneous or confusing usages typical of various language levels was made. The choice of systematic mistakes for the analysis was also connected with the choice of corpus-based activities so as to show how rich and powerful the use of corpus can be if it is appropriately handled.

Although managing corpora and their inseparable technological background might seem rather challenging and time consuming both for teachers and their students at the beginning, it is undoubtedly worth trying. The role of a teacher as a facilitator and guide is

crucial here. Nevertheless, after some practice students are likely to become independent users of corpus motivated for further language exploration. Both teachers and students also benefit from creating and follow-up recycling of their own corpus. To conclude, exposing students to vast almost infinite examples of real and naturally-produced language in context, tailoring it to their needs, and giving them freedom to investigate, seem to be one of the meaningful methods in modern language acquisition.

**References**

Al Saeed, Neveen and Salma Waly. 2009. "Corpus for Classrooms: Ideas for Material Design." Proceedings of the 10thMETU ELT Convention. Accessed May 25, 2014. http://dbe.metu.edu.tr/convention/proceedingsweb/Corpus.pdf

Anthony, Laurence. 2012 – AntConc software. Accessed September 9, 2013. http://www.antlab.sci.waseda.ac.jp/software.html

Cambridge Advanced Learner´s Dictionary. 2008. 3rd ed. Cambridge: Cambridge UP.

Complete Lexical tutor. Available at www.lextutor.ca

Crystal, David. 2010. *The Cambridge Encyclopedia of Language*, 3rd ed. Cambridge: Cambridge UP.

Davies, Mark. 2008-. *The Corpus of Contemporary American English: 450 million words, 1990- present*. Available at http://corpus.byu.edu/coca/

Davies, Mark. 2004- . *BYU-BNC*. (Based on the British National Corpus from Oxford University Press). Available at http://corpus.byu.edu/bnc/

Haywood, Sandra. *Academic Vocabulary*. University of Nottingham. Accessed October 4, 2014. http://www.nottingham.ac.uk/alzsh3/acvocab/concordances.htm

Johns, Tim. 2002. "Data-driven Learning: The Perpetual Challenge." In *Language and Computers,* 42, 107-118. *International conference on teaching and language corpora; Teaching and learning by doing corpus analysis. 4th, International conference on teaching and language corpora; Teaching and learning by doing corpus analysis.* Amsterdam: Rodopi

*Just The Word* 2014. Available at www.just-the-word.com

McEnery, Tony and Richard Xiao. 2011 "What corpora can offer in language teaching and learning". In Hinkel, E. (ed.), In *Handbook of Research in Second Language Teaching and Learning Vol. 2*, edited by Eli Hinkel, 364-380. New York and Oxon: Routledge.

Natural Language Processing Centre (2001-) Available at http://nlp.fi.muni.cz/projekty/lexdb/czeng.cgi?mode=contents

Reppen, Randi. 2010. *Using Corpora in the Language Classroom*. New York: Cambridge UP

Sparling, Don. 1989. *English or Czenglish*? *Jak se vyhnout čechismům v angličtině*, Praha: SPN.

*Mgr. Jana Zvěřinová*

*Katedra jazykové výuky*
*MÚVS ČVUT*
*Kolejní 2637/2a*
*160 00 Praha 6*

# The Foot in English and Czech – Some Practical Teaching Ideas
## Dušan Melen

In the following paper, I focus on the differences in rhythm between English and Czech, and on typical mistakes caused by such differences. I try to bring some teaching tips and ideas, and suggest some practical activities for teachers to use in class.

In order to analyse the topic in question, one has to ask about the nature of rhythm as such. What *is* rhythm? It is claimed that the notion of rhythm involves some noticeable event happening at regular intervals of time. One can detect the rhythm of a heart-beat, of a flashing light, the dripping of water or of a piece of music. Similarly, we can say that **rhythm is the way events in speech are distributed in time**.

There is a theory claiming that English speech is rhythmical and the rhythm is detectable in the regular occurrence of stressed syllables (the stress-timed rhythm hypothesis). If we take this hypothesis as a guide for the study of rhythm, we have to start our analysis from **the syllable**.

## 1. SYLLABLE

The syllable is a very important unit. It is the smallest unit of speech and it can be stressed or unstressed, which is very important both in the rhythm of speech and in intonation. The syllable's importance in rhythm can be illustrated by the fact that when people are asked to count how many syllables there are in a given word or sentence, they often tap their finger as they count (to check this, we can tap the rhythm in: *indivisibility* – there are seven syllables).

**In order to sense rhythm we have to see the different aspects of strong and weak syllables.** It is especially important to know how the weak syllables are pronounced in comparison with the strong ones and where they occur in English.

What is the general nature of strong and weak syllables? What is meant by "strong" and "weak"? In English, when comparing weak syllables with strong ones, we find that the vowel in a **weak syllable** tends to be shorter, of lower intensity and different in quality. For example,

in the word *father*, the second syllable, which is weak, is shorter than the first, is less loud and has a vowel that cannot occur in strong syllables (*schwa*).

The most important thing to note is that any **strong syllable** in English will tend to be longer and louder and will have "full" pronunciation of the vowel. It will never have the schwa or the sounds which are represented by the non-phonemic symbols /i/ and /u/. On the other hand, an unstressed syllable will usually have the schwa (as in the second syllable of *bett<u>er</u>*), and less frequently some other vocalic sounds (*<u>e</u>nough, happ<u>y</u>, int<u>o</u>*). Consequently, we may look on stressed syllables as occurring against a "background" of the weak syllables, so that their prominence is increased by contrast with these background qualities.

On the contrary, **in the Czech language any vowel can occur in both stressed and unstressed syllables without a change in quality/timbre or length** (e.g. *hala, malá*).

Stressed syllables in English are prominent not only because they are louder, longer and different in the quality of the vowel. The strongest type of stress – **primary stress** – results from the **pitch movement** (the tone). Let us look at the word *around*, for example, where the stress falls on the second syllable. The pitch of the voice on the second syllable does not remain level, but falls from a higher to a lower pitch.

Thus, we can say that prominence is produced by **four main factors: loudness, length, quality and pitch**. Generally these four factors work together in combination, although syllables may sometimes be made prominent by means of only one or two of them. The four factors are not equally important, though. The strongest effect is produced by pitch, and length is also a powerful factor. Loudness and quality have much less effect.

## 2. SENTENCE STRESS, WORD STRESS

As English teachers, we need to develop students' understanding of "sentence stress" and rhythm by asking them to work out which types of words are usually stressed and which are usually unstressed. *Which sorts of words could we find stressed syllables in?* is one possible question to start with.

Of course, any type of word in English can be stressed if the speaker thinks that it carries important information, but the words usually stressed are **content words** such as: nouns

(*exam*), adjectives (*good*), question words (*what*), numbers, main verbs (*happen*), adverbs (*very, really*), negative auxiliaries (*isn't*), polysyllabic words (*until, about*).

We do not usually stress **function words** like: possessives (*my*), connecting words (*but, when*), pronouns (*I*), positive auxiliaries (*was*), prepositions (*by*), or articles (*the, a*).

In order to solve the problem of the **system of stresses** in the English sentence, we must know about the placement of **stress within the word**. In a **one-syllable word**, the stress is on the one syllable if it is a content word. If not, the word is unstressed.

In **polysyllabic words**, the placement of stress is a question that causes a great deal of difficulty. In the Czech language, the stress in a word is always on the first syllable. In English, the placement of stress is dependent on: **1/** whether the word is morphologically simple, or whether it is complex as a result either of containing one or more affixes (prefixes, suffixes) or of being a compound word, **2/** the grammatical category (noun, verb etc), **3/** the number of syllables in a word and the phonological structure of those syllables.

Although one might argue that the rules describing the placement of stress in words would be too difficult for most students to learn and that it is easier to learn the position of the stressed syllables in polysyllabic words by heart, it is useful to pick out some of the rules for both teachers and students to know.

## 2.1 Complex words (complex word stress)

It is often difficult to decide on whether a word should be treated as complex or simple. The majority of English words of more than one syllable (polysyllabic words) have come from other languages. In some cases the way of constructing words is recognisable (e.g. Greek has given English *catalogue, analogue, dialogue, monologue*, in which the prefixes *cata-, ana-, dia-, mono-* are easily recognisable). But in most cases of polysyllabic words, the distinction between "simple" and "complex" words is difficult to draw (we would have to study five or six other languages to be able to study English morphology). In this context we have to consider what is relevant for an English student to know.

The following list of rules reflects the basic knowledge that students should acquire:

**Important suffixes carrying primary stress**

The most common cases are:
- *-ee*: refugee, evacuee
- *-eer*: mountaineer, volunteer
- *-ese*: Portuguese, Chinese
- *-ette*: cigarette, launderette
- *-esque*: picturesque

If the stem of a word consists of more than one syllable, after adding one of the suffixes carrying a primary stress, there will be a secondary stress on one of the syllables of the stem. This cannot fall on the last syllable of the stem (to avoid a stress clash) and is, if necessary, moved to an earlier syllable. For example, in *Japan* the stress is on the last syllable, but when the stress-carrying suffix *-ese* is added (*Japanese*), the primary stress is on the suffix and the secondary stress is placed not on the second syllable but on the first.

**Other suffixes that influence stress in the stem are:** *-eous* (advantageous), *-graphy* (photography), *-ial* (proverbial), *-ic* (climatic), *-ion* (perfection), *-ious* (injurious), *-ity* (tranquillity), *-ive* (reflexive). In these cases, the primary stress is on the last syllable of the stem.

**Compound words**

Perhaps the **most familiar type** of compound is the one which combines two nouns and which normally **has the stress on the first element**, as in: *typewriter, sunrise, suitcase,* or *teacup*. It is probably safest to assume that stress will normally fall in this way on other compounds; however, **a variety of compounds receive stress instead on the second element**.
For example, compounds with an adjectival first element and the *–ed* morpheme at the end have this pattern: *bad-tempered, half-timbered*

Compounds in which the first element is a number in some form also tend to have final stress: *three-wheeler, second-class*

Compounds functioning as adverbs are usually final-stressed: *North-East, downstream*

Finally, compounds which function as verbs and have an adverbial first element take final stress: *down-grade, back-pedal, ill-treat*

**The most important rule to remember is that the stress on a final-stressed compound tends to move to a preceding syllable if the following word begins with a strongly stressed syllable**: *a bad-tempered teacher, a half-timbered house*

**2.2 Word-class pairs**

There are several dozen pairs of two-syllable words with identical spelling which differ from each other in stress placement, apparently according to word class (noun, adjective, or verb). All appear to consist of prefix + stem. If a pair of prefix + stem words exists, both members of which are spelt identically, one of which is a verb and the other of which is either a noun or an adjective, then the stress is placed on the second syllable of the verb but on the first syllable of the noun or adjective. Some common examples are: *abstract, conduct, conflict, contest, contract, contrast, convert, decrease, desert, escort, export, import, increase, insult, object, perfect, permit, present, produce, progress, protest, rebel, record, reject, subject, suspect, transfer, transport, upset*

**2.3 The number of syllables in a word**

The placement of stress in English is also dependent on the number of syllables in a word and the phonological structure of those syllables. For the needs of an English teacher, there is one general rule (to which there are exceptions, of course): **words of three or more syllables often have their primary stress on the third syllable from the end of the word** (if a syllable is added, the stress moves: ***pho**tograph – pho**to**graphy*). In words ending in *–tion* the stress falls on the preceding syllable (e.g. *elimi**na**tion, propo**si**tion*).

**TIP for teachers (1): Isochrony in polysyllabic words** (stresses are referred to as *isochronous*, which means equal in intervals of occurrence**)**

**Suggested activity:** Locate the stresses in the following polysyllabic words. Then try saying the words whilst keeping a regular beat. What happens to the unstressed syllables?

*Educational, ideological, higgledy-piggledy, morphophonology*

Solution: The unstressed syllables are compressed or stretched to fit the time between stresses. They are squeezed in to maintain the rhythm, so that stressed syllables occur at relatively regular intervals (*Educational, ideological, higgledy-piggledy, morphophonology*).

## 3. THE FOOT

The unit of rhythm that is above the level of the syllable is called *the foot*. **The foot begins with a stressed syllable and includes all following unstressed syllables up to (but not including) the following stressed syllable.**

Example: *A |day re|turn to |London.*

In Czech, the stress falls on the first syllable of a word or a syllabic preposition, e.g. *|Nechal jsem to |na stole.*

Compare English and Czech rhythmical structure:
*A |day re|turn to |London.* X *|Jednodenní |zpáteční |do Londýna.*

In English, as we could see, dividing sentences into feet can be more difficult than in Czech, because in English, stresses do not always fall on the first syllable. So the foot can start or end in the middle of a word.

**TIP for teachers (2): Dividing sentences into feet**

**Suggested activity:** Divide the following sentences up into feet, using a single vertical line (|) as a boundary symbol. If a sentence starts with an unstressed syllable, leave it out of consideration – it does not belong in a foot.

- *A bird in the hand is worth two in the bush.*
- *Computers consume a considerable amount of money and time.*
- *Most of them have arrived on the bus.*

Solution:   *A |bird in the |hand is worth |two in the |bush.*

*Com|puters con|sume a con|siderable a|mount of |money and |time.*

*|Most of them have ar|rived on the |bus.*

In Czech, the foot is usually the signal of the word boundary. English feet, which can start or end in the middle of a word, can cause difficulties for a Czech listener. Czechs try to find an independent meaning in the English foot, just like in Czech, but **in the English foot there is no meaning as such**. In English, the foot is important for the rhythm and intonation, but not for the meaning in itself. For example, there is no meaning in the foot "perial re" without the neighbouring feet (*im|perial re|sponse*).

In addition, **in Czech the foot can more often correspond with a pause**. So when dictating, we can pronounce the single feet separately.

Example:  *|Při diktátu |můžeme |dokonce |vyslovovat |jednotlivé |taktové |celky |zvlášť.*

In English it is impossible. Compare: *|When dic|tating we can |even pro|nounce the |single |feet |separately.*

**In English a better place for a pause is the end of a tone unit (sense-group).** An additional factor is that in English, prepositions and articles before a noun usually belong in the preceding foot. E.g.: *|Give it to the |boy.*

Some feet are stronger than others, producing strong-weak patterns in larger pieces of speech above the level of the foot (the larger units can be called sense-groups or tone units). E.g. in the sentence *|Why have they |left you a|lone?* there are three feet carried by three words – *why, left, alone*. Such a pattern may be correct for very slow, neutral speech. In the real world, however, speech is hardly ever neutral. In real-life sentences, the levels of stress are usually dependent on the context, so they produce different stress patterns. The above-mentioned sentence (sense group) would normally have two feet only:

*|Why have they left you a|lone?* Similarly: *|When are you going a|way? |Coming back home in a |bus.*

Although they are content words, "*left, going, back, home*" are not stressed.

**TIP for teachers (3): Stress patterns (sentence stress)**

**Suggested activity:** Mark the sentence stress (the rhythmical structure of the sense-groups, given by the stresses of the most important words) in these sentences:

*Look out for that sheep. What lovely chicks! Throw out that bean. Stop it leaking. This peel's got vitamin C in it. He's going to leave. Can I borrow a pen? Look at the men. We had bread for lunch. When are you going away? Where have you hidden the key? There was a sort of seriousness in his face.*

Solution: *Look <u>OUT</u> for that <u>SHEEP</u>.* (Phrasal verbs have stronger stress on the adverb particle or preposition. In *Look out!* "out" carries stronger stress than "look".) *What <u>LOVELY</u> <u>CHICKS</u>. Throw <u>OUT</u> that <u>BEAN</u>. <u>STOP</u> it <u>LEAK</u>ing. The <u>PEEL'S</u> got vitamin <u>C</u> in it. He's <u>GO</u>ing to <u>LEAVE</u>. Can I <u>BORR</u>ow a <u>PEN</u>? <u>LOOK</u> at the <u>MEN</u>. We had <u>BREAD</u> for <u>LUNCH</u>. <u>WHEN</u> are you going a<u>WAY</u>? <u>WHERE</u> have you hidden the <u>KEY</u>? There was a sort of <u>SE</u>riousness in his <u>FACE</u>.*

**Compound words** (including phrasal verbs) are very important in the rhythm of speech. Compounds are characterised by a **relatively fixed stress pattern.** Unlike the situation where independent words are in juxtaposition (*next Monday, a nice girl*), with a primary stress on each content word in the phrase, **compounds receive primary stress on one element only**. For example, in "Christmas present" *Christmas* is stronger than *present*.

**TIP for teachers (4): Compound words**

**Suggested activity:** Compare these two groups of compound words. The words in the first group are stressed on the first element; the words in the other group are stressed on the second element. Work with a partner. Choose five compounds and read them to your partner. Make one or more mistakes in rhythm. Your partner will correct you. Then exchange your roles.

A: *air force, alarm clock, application form, bank account, beef steak, bus stop, cash desk, Christmas card, department store, exercise book, fashion show, laser printer, phone number, question mark, real world, ski lift, text message, web page.*

B: *all right, armed forces, back door, bank holiday, Big Ben, Christmas pudding, first class, general public, head teacher, information technology, New Age, optical disk, urban myth, virtual reality, face-to-face.*

**In compounds, Czech students often make three kinds of mistakes.**

If an English compound with one primary stress corresponds to a Czech two-word expression with two stresses, **Czechs tend to put stresses on either element of the English compound.** Compare: *dinner table – jídelní stůl, seat belt – bezpečnostní pás, railway journey – cesta vlakem, safety razor – holicí strojek, wedding ring – snubní prsten, Christmas tree – vánoční stromek.*

Secondly, **students often put the primary stress in the incorrect place** (*apple pie – apple pie*).

**The third kind of mistake lies in the English stress shift (stress moving).** Czech students often imagine that the stress pattern in English words is always fixed and unchanging. However, stress position may vary as a result of the stress on other words occurring next to the word in question. The reason lies in the English stress-timed rhythm, which implies that stressed syllables will tend to occur at relatively regular intervals.

In English sense-groups (tone units), we avoid having two stressed syllables next to each other (we tend to adjust stress levels and alter the stresses according to context to avoid a stress clash). In compounds, the main effect is that the stress on a final-stressed compound tends to move to a preceding syllable if the following word begins with a strongly stressed syllable (*bad-tempered x bad-tempered teacher, half-timbered x half-timbered house*).

Final-stressed compounds (e.g. *New Age*), words with stress-carrying suffixes (*Japanese*) and some complex words stressed on the third syllable (*economic*) are all subordinate to the rhythm of feet.

**TIP for teachers (5): The English stress shift**

**Suggested activity:** Mark the stresses in the following sentences and phrases.
*Tom lives at number fifteen. Tom lives at number fifteen Green Street. New Age Traveller, Japanese beef, economic policy*

Solution: <u>Tom</u> *lives at number fif<u>teen</u>. <u>Tim</u> lives at number <u>fif</u>teen <u>Green</u> Street. <u>New</u> Age <u>Tra</u>veller, <u>Ja</u>panese <u>beef,</u> <u>e</u>conomic <u>po</u>licy*

## 4. SUMMARY

In the beginning of the paper, the language background of the selected topic was clarified. We based our work on the following ideas:

- the timing of speech is not random. English speech has a rhythm that allows us to divide it up into more or less equal intervals of time called "feet", each of which begins with a stressed syllable. This means that stresses in a stream of speech are spoken the same distance in time from each other, with syllables being compressed or stretched to fit the time between stresses.

- languages where the length of each syllable remains more or less the same as that of its neighbours whether or not it is stressed are called "syllable-timed". The Czech language is an example of syllable-timed languages.

- the system of stresses in the English sentence is based on the stressed syllables of the most important words for the meaning of the sentence. The syllables usually occur in content words (not function words). Some of the content words are, however, more important than others.

In the second part of the talk there was a focus on typical mistakes caused by the differences in rhythm between the Czech and English languages. Clues on how to identify the foot in both the languages were offered, bringing five activities for English teachers to use in class.

We also contrasted the English stress-timed rhythm with the Czech syllable-timed rhythm to identify the difference between the two languages in larger pieces of speech above the level of the foot (sense-groups/tone-units).

*PhDr. Dušan Melen, Ph.D.*

**Bibliography:**

Jones, D. (Ed.). (2009). Cambridge English Pronouncing Dictionary. Cambridge/New York/Melbourne/Madrid/Cape Town/Singapore/Sao Paulo/Delhi: Cambridge UP.
Roach, P. (2000). English Phonetics and Phonology. Cambridge/New York/Melbourne/Madrid/Cape Town/Singapore/Sao Paulo: Cambridge UP.
Melen, D. (2010). Vyslovnost anglictiny na pozadi cestiny. Prague: Big Ben Bookshop Prague.
Baker, A. (2006). Ship or Sheep? An intermediate pronunciation course. Cambridge/New York/Melbourne/Madrid/Cape Town/Singapore/Sao Paulo: Cambridge UP.

Please visit the ATECR

website:

**http://atecr.weebly.com**

# Will the United Kingdom Leave the European Union?

The surprisingly easy win for incumbent Prime Minister David Cameron in the May 2015 elections came with a pledge by the Tories that if they won the election with an absolute majority, a vote by the citizens of the United Kingdom in a referendum would determine if the United Kingdom stays or exits the European Union. A referendum will therefore definitely be conducted before the end of 2017 since Cameron no longer needs a coalition partnership with the Liberal Democrats, a staunchly pro-EU party. More recently, Cameron promised an in/out referendum which is currently expected to be held in October next year.



**Prime Minister Cameron Speaking to the Press**

On February 5, 2015 in a speech to the European Parliament, French President Francois Hollande proclaimed there could be no "*à la carte* option" for European membership, meaning that a country is either a member in good standing or not a member at all. This attitude came about after David Cameron declared his wish to renegotiate various agreements with the European Union. Some cynics in Germany stated that if the United Kingdom feels it cannot compete in a free trade zone, it is only logical that they should favor protectionism and exit the EU tariff-free zone.

Before the Lisbon Treaty was passed, there was no mechanism for a member to leave the European Union. However, now there is the voluntary withdrawal clause included in the Lisbon Treaty as Article 50 of the Treaty on European Union. Most had considered this

clause offered as an option for Greece and its difficulties with balancing the state budget. However, it is appears to be an interest of many citizens of the United Kingdom as well.

Currently there are two parties whose major interest is in the United Kingdom exiting the European Union. The left-leaning coalition is named "no$^2$eu" and includes the socialist and communist party, claiming that the EU is bad for workers' rights. The right wing party is called United Kingdom Independence Party or, as it is more popularly known in its abbreviated form, the "UKIP." This party has a pronounced anti-immigration platform and claims that too many immigrants have moved to the UK from Eastern Europe.



**Left-wing political party**                                    **Right-wing political party**

**Are There Consequences for English Teaching?**

Around 1.4 million British nationals have exercised their right to freedom of movement to live, work or study in the European Union according to the British government, and they would lose their current privileges to do so if the UK leaves the European Union. This means that it would likely be harder for Czech private language schools as well as public schools and universities to hire native speakers from England, Northern Ireland, Scotland or Wales. As non-EU citizens, they would require new visas to live in the Czech Republic as well as a work permit to enjoy employment privileges.

Additionally, it may become much harder for Czech students to work during the summer holidays or for longer periods of time as, for example, an au pair or other temporary positions. With the UK out of the European Union, costly visa applications and work permits would hinder Czechs from an experience in England. Naturally, none of these changes will happen if the UK votes to remain in the European Union. Additionally, no changes will occur in the Republic of Ireland since Irish politicians have shown no predilection to leave the EU.

*Christopher Koy*
*JU-České Budějovice*

## 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 topics 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*" below:

## 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: *koy@pf.jcu.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 comment
      (or congratulate you !) may contact you.

4. When your article is accepted for publication, you will be notified by e-mail.

5. Authors of the articles will be contacted in case of substantial changes in their contributions.

6. 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.

7. For electronic sources include also type of medium used and access to the source.

# ATECR – EXECUTIVE COMMITTEE CONTACTS

- **President**

Name: Mgr. Libuše Kohutová
E-mail: **liba@karoliner.cz**
Work address: Střední průmyslová škola, elektrotechnická
Ječná 30, Praha 2

- **Vice President and Past President**

Name: Mgr. Ilona Havlíčková
E-mail: **havlickova@faf.cuni.cz**
Work address: Univerzita Karlova v Praze, Farmaceutická fakulta v Hradci Králové,
Oddělení odborné jazykové přípravy, Heyrovského 1203, 500 05 Hradec Králové

- **Treasurer & Membership Secretary**

Name: Mgr. Iva Havlíková
E-mail: **ivahavlikova@email.cz**
Work address: Zakladní škola Josefa Gočára, Tylovo nábřeží 1140, 500 05 Hradec Králové

- **Regional Centres Liaison**

Name: PaedDr. Hana Dědková
E-mail: **dedkova@gsgpraha.cz**
Work address: Gymnázium, Přípotoční 1337, 101 30 Praha 10

- *ATECR Newsletter* **Editor**

Name: PhDr. Christopher Koy, M.A., Ph.D.
E-mail: **koy@pf.jcu.cz**
Work-phone: +420 387 773 020
Work address: Pedagogická fakulta, JCU, Jeronýmova 10, 371 15 České Budějovice

# ATECR – REGIONAL CENTRES: CONTACTS

**Hradec Králové**
Mgr. Pavla Machová
Univerzita Hradec Králové
PdF KAJL
Rokitanského 62, 50003 Hradec Králové
**pavla.machova@uhk.cz**

**Cheb**
Alena Hanzalová
Gymnázium Cheb
Nerudova 7, 35001 Cheb
**hanzalo@seznam.cz**

**Karlovy Vary**
Ladislava Hlušková
Obchodní akademie
VOŠ cestovního ruchu a JŠ s právem SJZ
Bezručova 17, 360 01 Karlovy Vary
**hluskoval@seznam.cz**

**Kutná Horá**
Jana Jílková
ICV & Jazyková škola
Ostašova 524, 284 01 Kutná Hora
**icvkh@tiscali.cz jilkova.icvkh@tiscali.cz**

**Liberec**
Marcela Malá
Fakulta přírodovědně-humanitní a
pedagogická
Technické Univerzity
Sokolská 8, 46001 Liberec 1
**marcela.mala@tul.cz**

**Mladá Boleslav**
Jiřina Babáková
Obchodní akademie
Ulice TGM 14, 29301 Mladá Boleslav
**babakova@oamb.cz**

**Most**
Ute Benešová
VOŠ, SPgŠ a OA Most
Fibichova 2778, 43401 Most
**uteb@seznam.cz**

**Nymburk**
Marcela Dršková-Součková
Gymnázium Nymburk
Komenského 779, 288 40 Nymburk
**souckova@gym-nymburk.cz**

**Praha**
PaedDr. Hana Dědková
Gymnázium
Přípotoční 1337, 101 30 Praha 10
**dedkova@gsgpraha.cz**

**Příbram**
Lenka Lexová
Obchodní akademie
Na Příkopech 104, 26101 Příbram
**lenka.lexova@centrum.cz**

**Sokolov**
Milena Vaňková
Gymnázium Sokolov a MŠ Ostrov
Husitská 1, 356 10 Sokolov
**vankmil@seznam.cz**

**Tábor**
Ida Taušlová
Gymnázium Pierra de Coubertina
Náměstí Františka Křižíka,860, 390 01
Tábor
**ida.tauslova@centrum.cz**

Do you want to join ATECR?  Just click on

"register" on our website in the section

"membership" or else, just click here