

[illegible]

The 25th P.A.R.K. Conference

25.
Special edition
P.A.R.K. Conference

**LOOKING BACK,
LOOKING FORWARD**

SIMON GILL

Mendel University, Brno, 9 November 2019





JESTOEJ

[42]

1. JESTOEJ OL-MAJ GRABL SIN SO
~~NAV IT LUX~~ FARVVEJ
 NAV IT LUX ES TRU DER HEJ TUSTEJ
 OH AJ BILIV IN JESTOEJ
2. SADO LI AJM NOT HAF MEN AJ JUST BI
 DERZ SEDOV HENING, OUV 6 MI
 OUV JESTOEJ KEJM SADO LI
3. VAJ ŠI - HED TU GOV AJ DONT NOU
 ŠI VUON SEJ
 AJ SED SAMTING RANG NAO
 AJM LONG, FOR JESTOEJ
4. JESTOEJ, LAV VOZ SAČ EN 121
 GEN T PLEJ
 NAO AJ HID, D PLEJS T HAZD VEJ
 OH AJ BILIV, IN JESTOEJ

I C_{dim} H₂, E₇, A₂, G, F, G, E₇
 D, F, C, E₇
 acc. E₇, A₂, G, F, G, C

“I was very proud of my ‘1’ at ‘maturita’ but when my Turkish penfriend came to visit me and we spoke English together he was disappointed that I couldn’t understand his jokes, and he wasn’t even impressed by my perfect Biography of Charles Dickens.”

(Daniela, a Czech teacher of English, 1990)







“No comment.”



Brafittingowy Salon z Bielizną



PEPINO KONDOM
SOFTWARE
pro VÁŠ
HARDWARE





FUCK
SHIT
PUSSY
ASS

TOILET FLUKEP
ANV
BITCH
O

WHY LEARN ENGLISH?

- Because you live in an English-speaking country (or want to)
- Because you're keen on Britain (or another English-speaking country) and aspects of its culture
- Because it's a passport to a better future (jobs, travel, education)
- Because it's the language of the internet and an increasingly globalised youth culture
- Because it's on the curriculum and it's part of the school-leaving exam ('TENOR')

**“Czech teachers and students tend
to be obsessed with grammar.”**

(Sabina Pazderová, a teacher from Olomouc)

“The idea that Czech, a grammatical language, would start to copy English, a lexical language, is as naïve as if we expected wheat to grow in the mountains”

(Bohuslav Havránek)



- frontmanka
- countryrockový
- kornflejky
- džezmen
- windsurfař
- top-manažery
- mítinky

- judrgate
- skinheadský
- diskžokej
- víkendovat
- striptýz
- hemendex
- hambáč

**Quite possibly the single most
important grammatical feature in
the entire English language as it is
spoken today is...**

... the complex noun phrase.

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phrase.

The conference will consist of an opening plenary by Scott Thornbury, followed by 3 rounds of talks/workshops and a closing plenary by Péter Medgyes. In addition, there will be 2 rounds of commercial presentations during the lunch break. Throughout the conference you are free to choose any session that you would like to see but some sessions have a limited number of seats. The conference will finish with an after-party with great food & drinks and live chamber music.

(PARK Conference website, 6 November 2019)

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“Grammar enables us to construct language when we are unable to find what we want ready-made in our mental lexicons. But so much of the language of the effective language user is already in prefabricated chunks, stored in their mental lexicons just waiting to be recalled for use.”

(Michael Lewis, 2000)

- teacher
- coffee
- spaghetti
- sugar
- orange
- lamp
- money

- beer
- woman
- toy
- lion
- pencil
- cheese
- tissue

- “Two *coffees*, please, one with two *sugars*.”
- “Voters are tired of using public *monies* to enrich millionaire sports owners.”
- “I prefer Italian *cheeses* to French ones.”
- “Inflammation is a reaction of living *tissue* to infection or injury.”
- “I had eight *beers* yesterday.”

“The teaching of grammar only serves the purpose of making teachers look and sound knowledgeable (no matter how dumb they really are...)”

(Celso Camargo, a Brazilian teacher, posting to Dogme ELT discussion group, 12 October 2009)

“This is the truth, for you, for now.”

*(Světlana Obenausová, a teacher from Olomouc, reminiscing about
her university teacher of English)*

“Sometimes we lie to our students; sometimes we conceal the truth from them. This is called...
...pedagogy.”

(Ádám Nádasdy, a professor of English in Budapest)

USEFUL TOOLS

accuracy vs. fluency

learning vs. acquisition

language as systems vs. language as skills

linguistic competence vs. communicative competence

personal language use vs. social language use

THINGS TO DISCUSS

What's your opinion of...

...dubbing TV programmes, films, etc.?

...reading aloud round the class?

...calling students to the board?

...translation?



“Have you finished yet?”

[III.]

J. PEPRNÍK
S. NANGONOVÁ
D. SPARLING

angličtina

pro
jazykové
školy



[IV.]

J. PEPRNÍK
S. NANGONOVÁ
D. SPARLING

angličtina

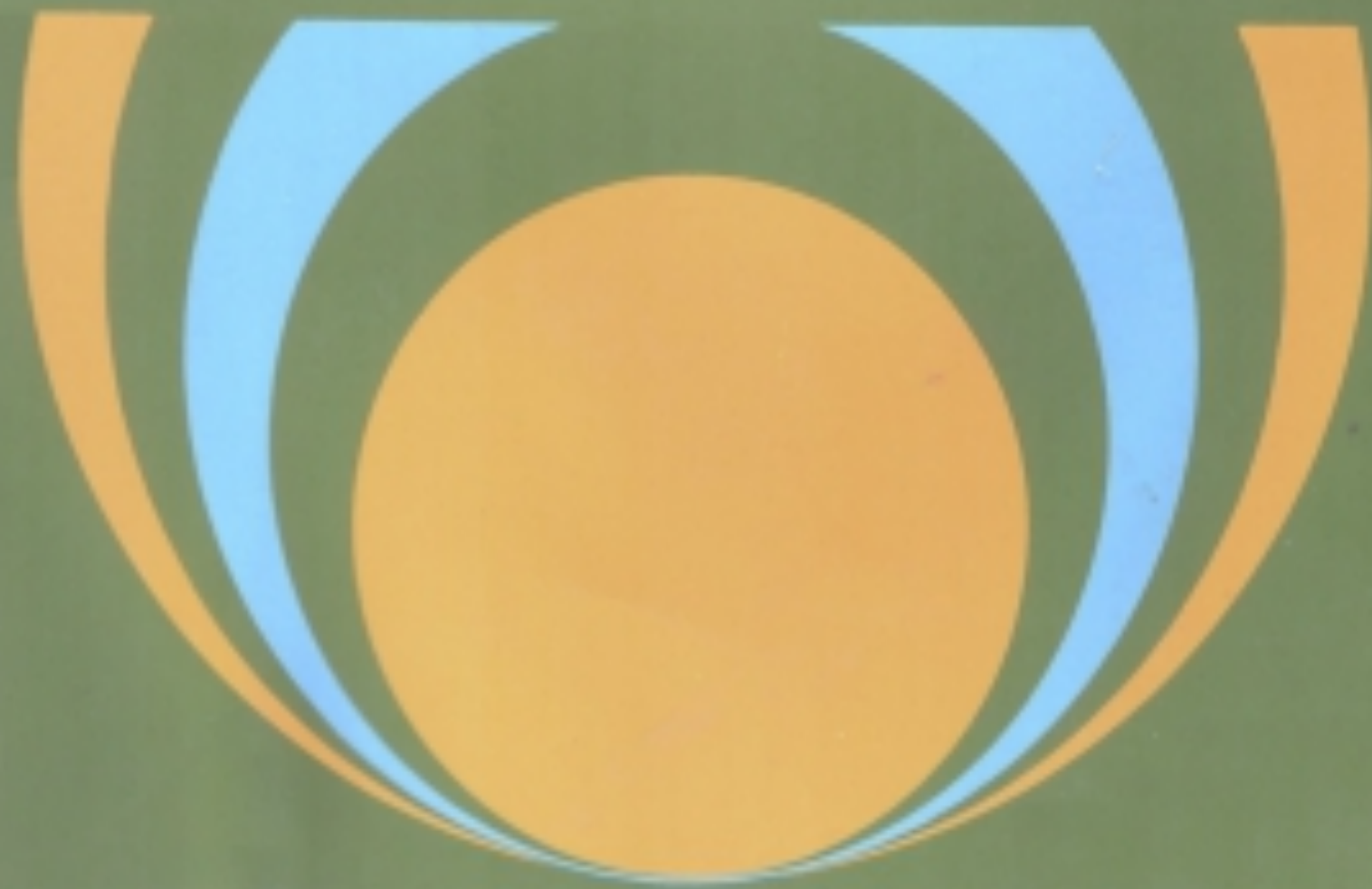
pro
jazykové
školy



**KERNEL LESSONS
INTERMEDIATE**

STUDENTS' BOOK

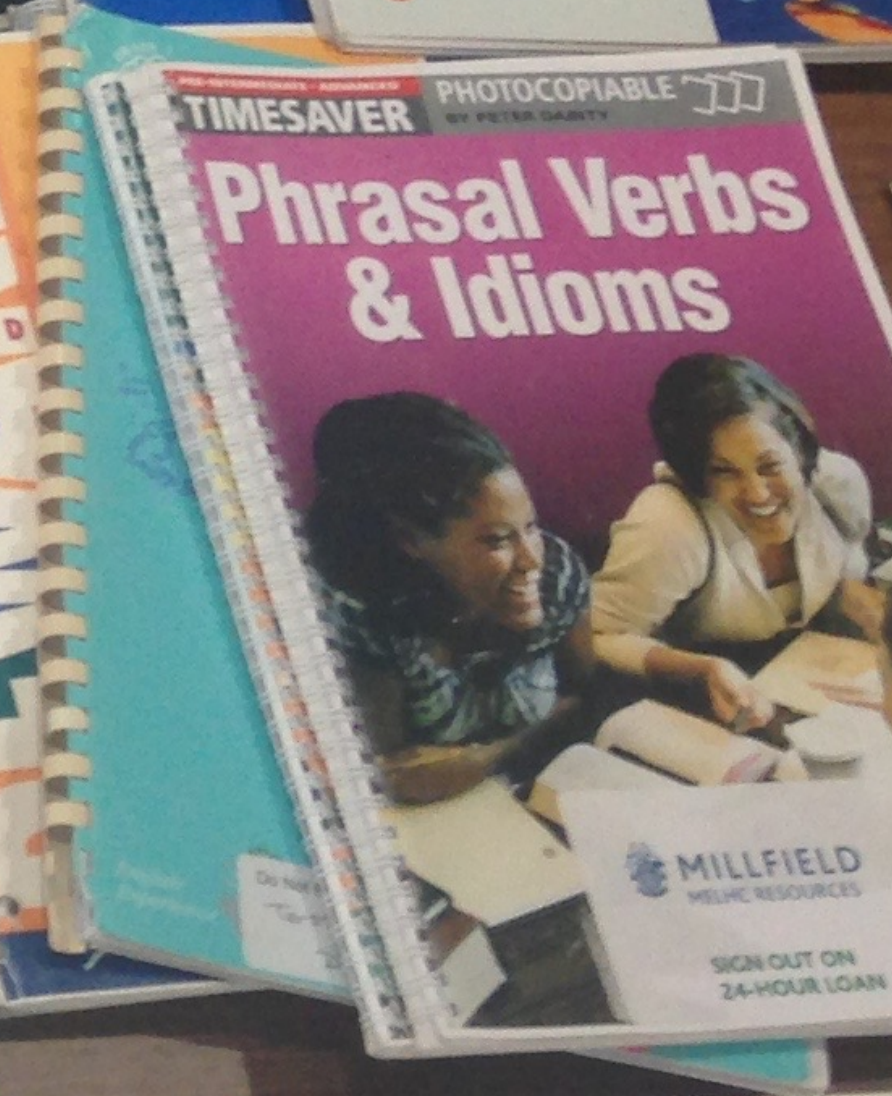
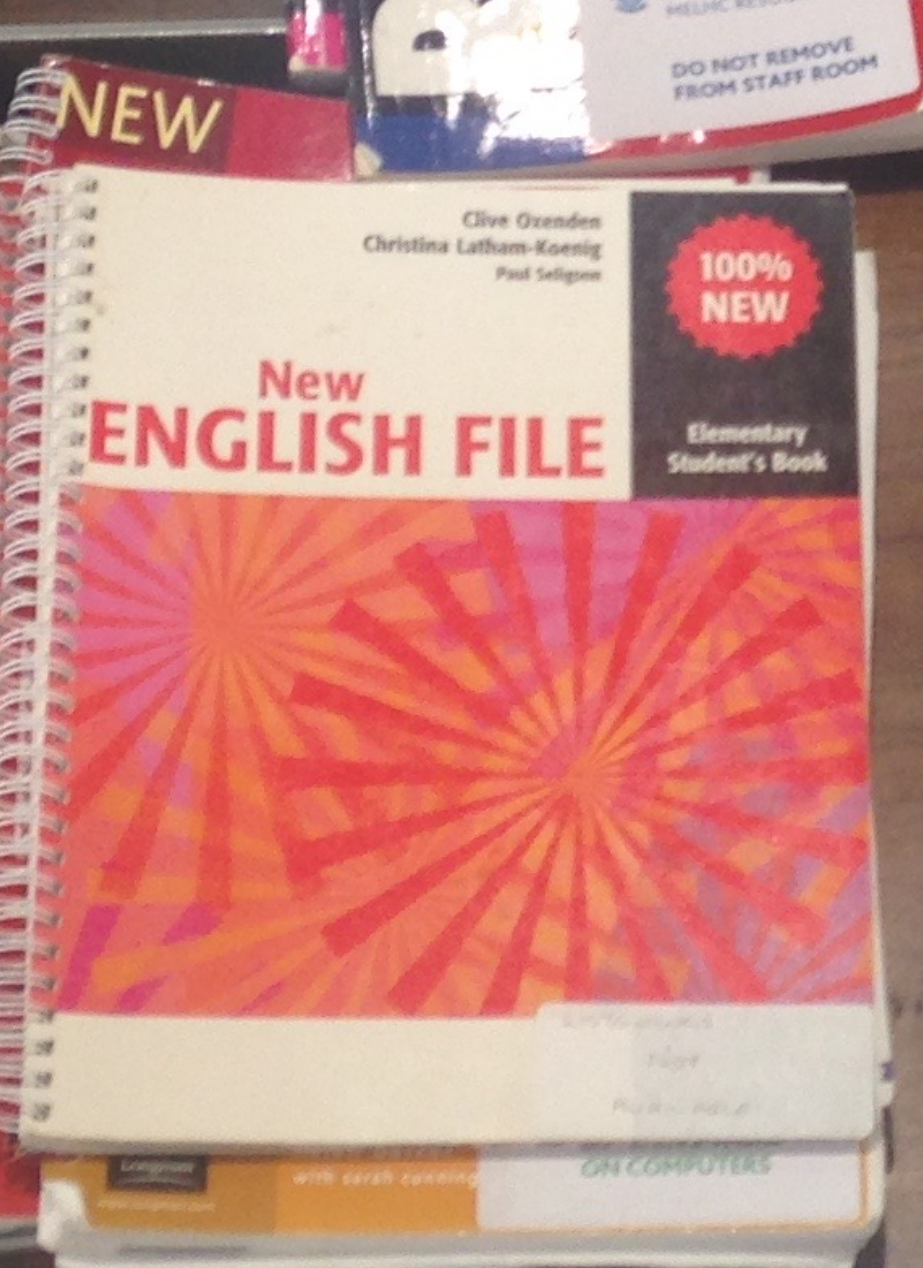
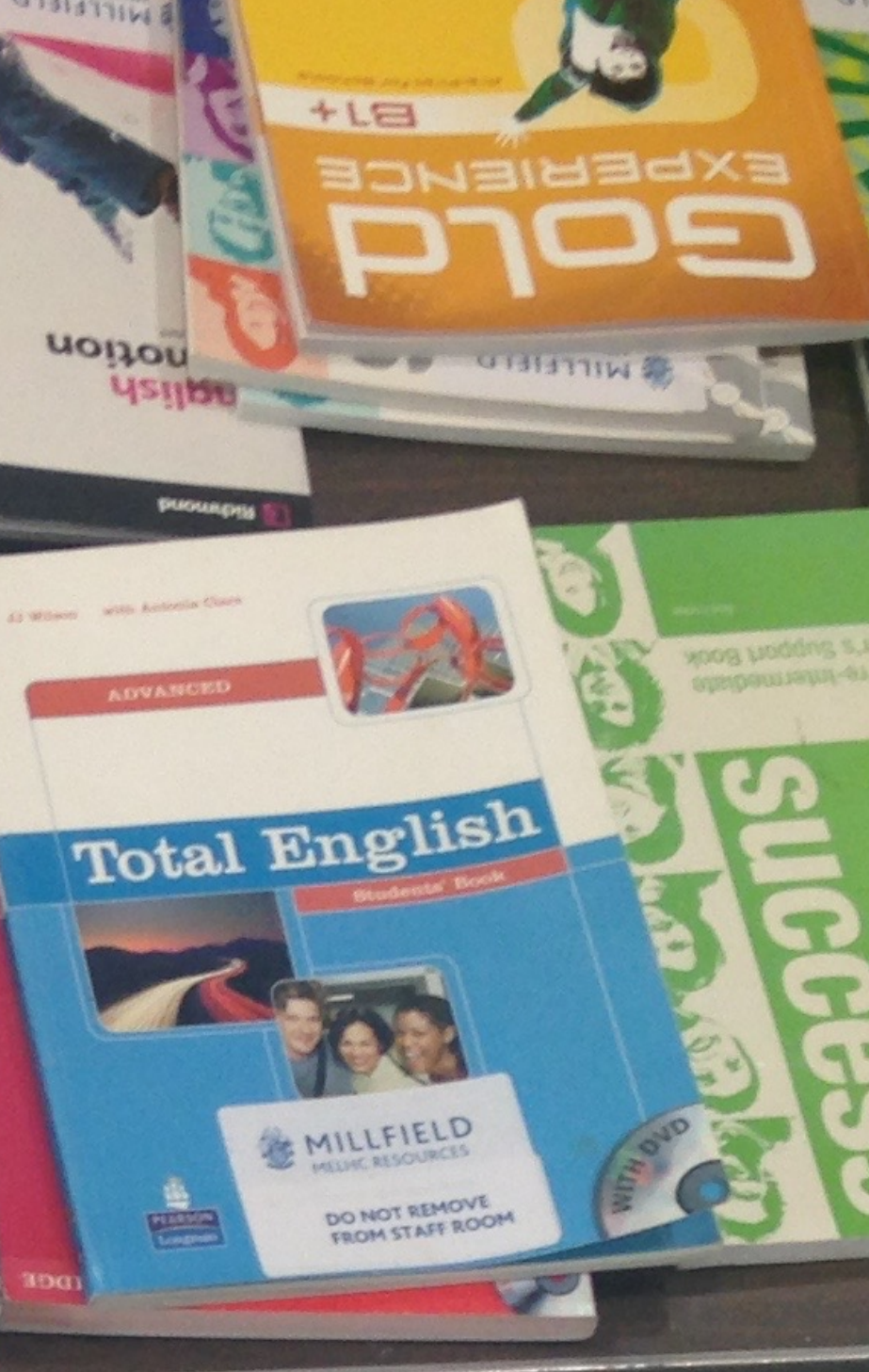
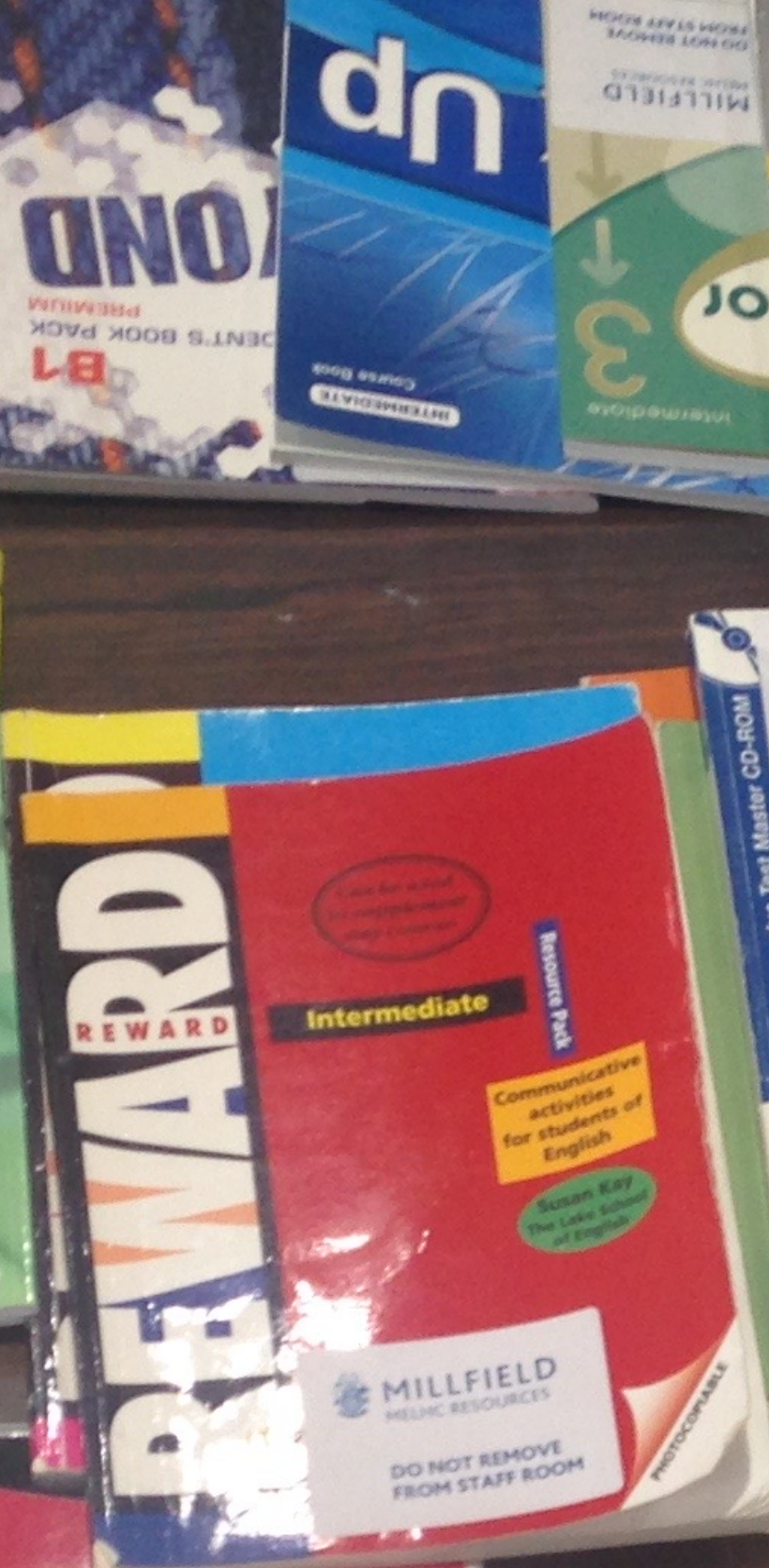
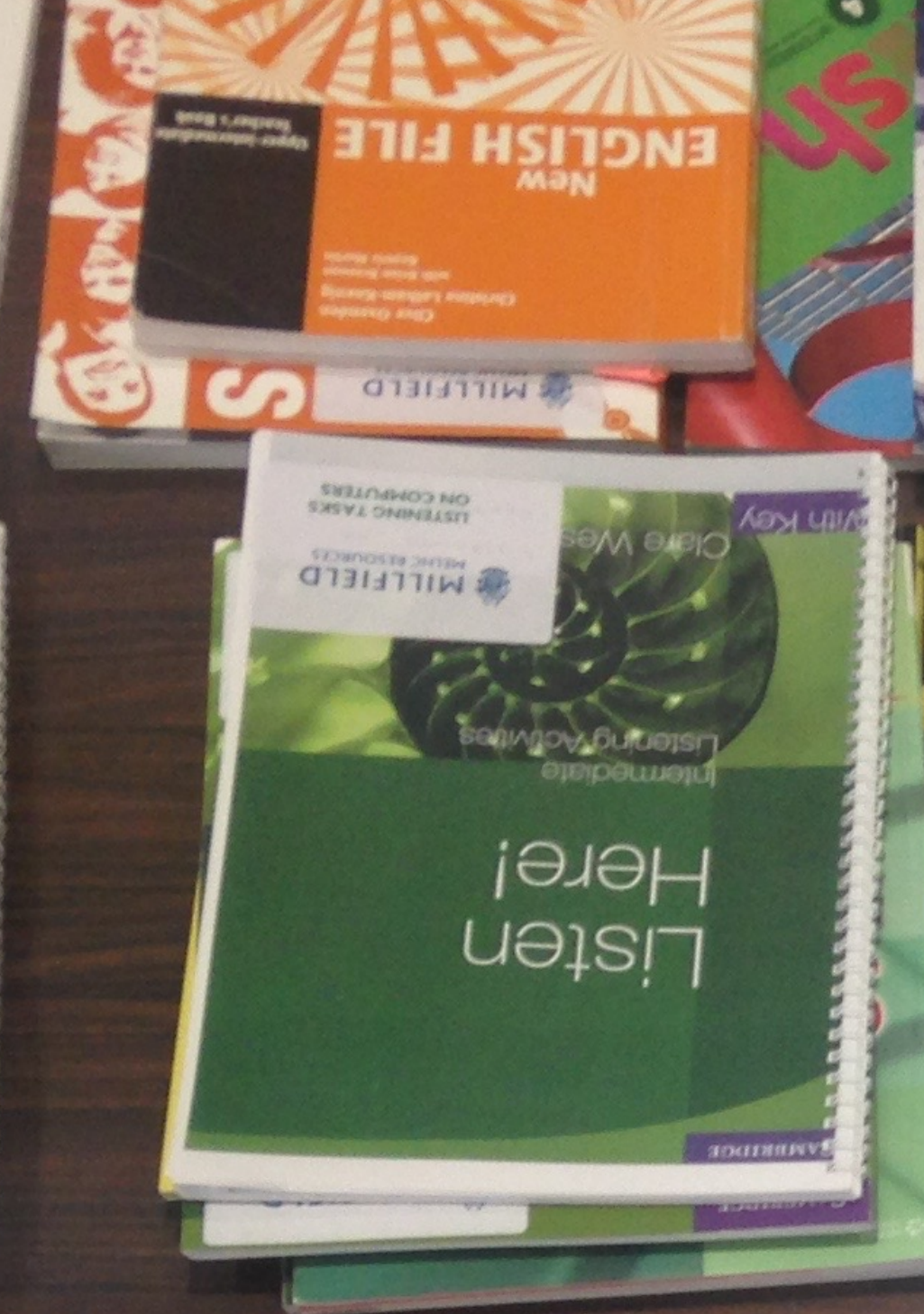
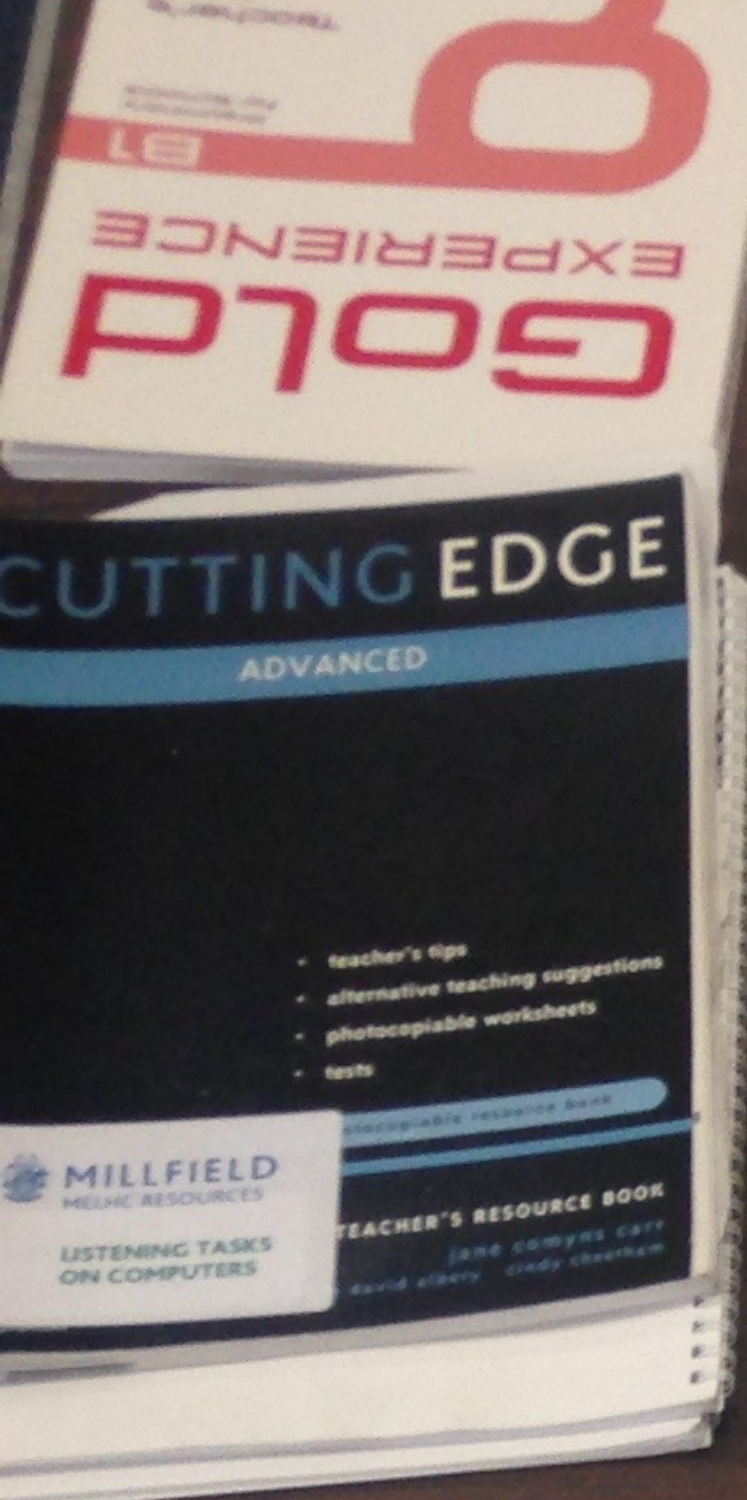
**ROBERT O'NEILL
ROY KINGSBURY
TONY YEADON**



**English
in
Situations**

R.O'NEILL

OXFORD UNIVERSITY PRESS



A GOOD THING?

- Based on corpus linguistics
- Much more physically attractive
- Much more support for teachers and learners
- Much more comprehensive in scope
- Much more expensive
- Danger of drowning in the materials
- Danger of the teacher being deskilled



I like to mluvit, mluvit...



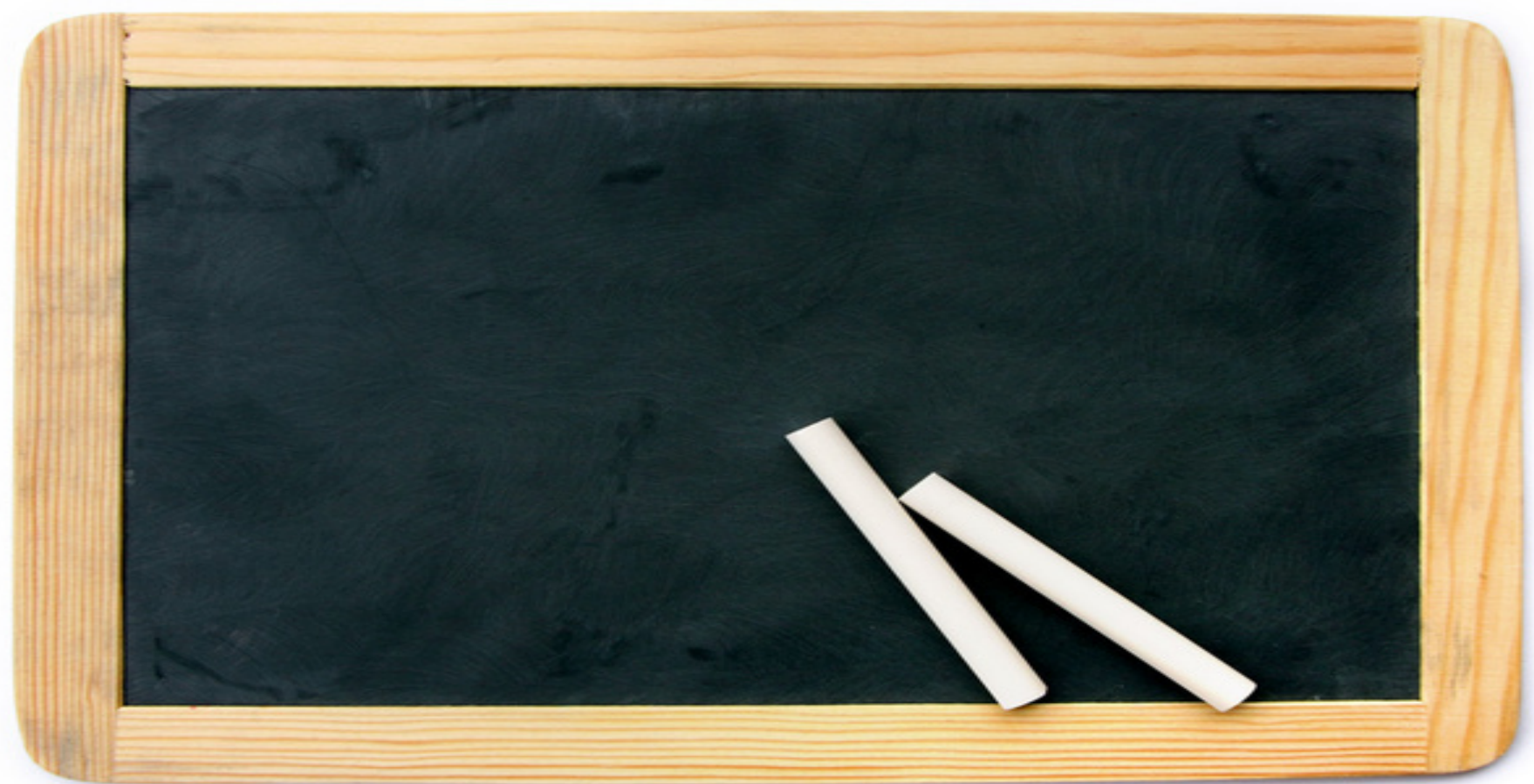


MISSION VILLAGE



THINGS TO EXPLORE (1)

- Creative writing
- Games
- Storytelling
- Songs and music
- Drama
- Visuals
- CLIL
- TBL
- Culture
- Teaching unplugged
- TPR
- Art and craft



ESL Kids Lab - www.english-4kids.com

3/2/2009



webquest
cassette
DVD
MUD
Self-Access
blog
CDplayer
reel-to-reel
magnetboard
Web2.0
mp3
Skype
chatrooms
internet
language
lab
epidiascope
Facebook
Smartphone
CALL
blackboard
OHP
iPod
iPad
MOO
games
whiteboard
PowerPoint
vlog
ICQ
email
LMS
projector
data
app
tablets
Smartboard
SecondLife
gelab

THREE ILLITERACIES

- Not being able to read and write
- Not being able to speak English
- Not being able to manipulate the new technologies
(but to what extent?)

“This invention which is new to me and which I hardly know how to deal with”



THREE LEVELS

- Technologies that basically help us to do the same old stuff in new and maybe better ways (LEVEL 1).
- Technologies that we were told were going to replace us but don't seem to have managed to do so (LEVEL 2).
- Technologies that have the potential to make truly radical changes to the whole structure and process of education (LEVEL 3).

LEVEL 1

- Word processing
- PowerPoint
- MP3, MP4, WAV, etc.
- YouTube
- Smartboards
- Googling

LEVEL 2

- Language laboratories
- CALL (Computer-Assisted Language Learning)
- e-learning, distance learning, blended learning, online learning, etc.
- Computer translation

LEVEL 3

- LMS (Learning Management Systems, e.g. Moodle)
- ebook readers
- Smartphones and apps
- The World Wide Web and all the wonderful things that are there
- Ubiquitous technology and connectivity, greater processing power etc.

THINGS TO EXPLORE (2)

- PowerPoint
- YouTube
- Smartboards
- Apps
- Webquests
- Games
- Social networking
- e-twinning
- Blogging
- Nanopublishing
- Web 2.0
- Smartphones

“The truth of the matter is that about 99% of teaching is making the students interested in the material. The other 1% has to do with the teacher’s methods. Learning doesn’t achieve lasting results when you don’t see any point to it. Learning has to come from the inside; you have to want to learn. If you want to learn, you’ll learn however bad the methods are.”

(Noam Chomsky)

Շնորհակալություն

Teşekkür ederim

Terima kasih

Merci

ขอบคุณ

Gratiam ago

Cảm ơn

Grazie

धन्यवाद।

شكراً

Спасибо

நன்றி

Mulțumesc

多謝

To-siā

Danke

धन्यवाद।

Asante

Děkuji

Ďakujem

Dankie

nan̄ri

Köszönöm

Tak

Gràcies

Thank

Tack

you

唔該

Dankon

謝謝

Diolch

Hvala

Takk

dhanyavaad

Kiitos

谢谢

Faleminderit

감사합니다

Obrigado

Paldies

Bedankt

ありがとう

Dziękujemy

Mèsi

Ви

благодарам

Gracias

Lóo-lát

Σας ευχαριστούμε