

## PRE- SUMMER SCHOOL QUESTIONNAIRE

<b>I. GENERAL</b>		<b>YES</b>	<b>NO*</b>				
1.	Do I teach?						
2.	Why do I teach?	Because I'm a teacher :- ) I have an academic position and teaching is my duty.					
3.	What type of teacher am I?	Ask my students. I think I'm bad teacher but I'm trying to become better. (not very confident and analytic)					
4.	What teaching methods and strategies do I prefer?	Focus on main points; motivate students to think about the topic and practice it; explain everything necessary to understand the roots					
5.	What teaching methods and strategies do I use?	Lectures, seminars. I'm trying to use the methods that I prefer.					
6.	What types of materials do I prefer?	Slides, illustrations, drawing on the blackboard, videos, animations, illustrative objects, shortly everything that can help the understanding of the problem					
7.	What types of materials do I use?	I would like to use more videos and animations, but it requires a lot of preparation time :-).					
8.	What types of students do I teach?	Common university students (computer scientists)					
9.	Which are my strong teaching skills?	Logical reasoning and maybe empathy (but not always for sure ☺)					
10.	Which are my weak teaching skills?	Bad rhetoric. Low confidence.					
<b>II. ENGLISH for GENERAL and SPECIFIC ACADEMIC PURPOSES</b>							
11.	What is my level of English? ** <i>Go to the following link: <a href="http://ramec.cjv.muni.cz/sebehodnoceni/">http://ramec.cjv.muni.cz/sebehodnoceni/</a> and evaluate yourself according to the CEFR grid.</i>	A1	A2	B1	B2	C1	C2
12.	What is the evidence of this level? **						
13.	How confident am I about my command of English?						
14.	How often do I use English for general and/or specific academic purposes? Is there any regular frequency?	We have seminars in English every week. I share a room with Russian colleague (we communicate in English)					
15.	What are the typical academic or specific types/genres/ purposes I use my English for? (conference papers, research articles, presentations, lectures, Emails)	conference papers, research articles, presentations, lectures, Emails					
16.	Do I have any models to relate my English in academic context to? If so, some examples are:						
<b>III. TEACHING DELIVERED THROUGH THE MEDIUM OF ENGLISH</b>							
17.	Have I ever taught / Do I teach through the medium of English?	<b>YES</b>	<b>NO</b>				
18.	<b>If so</b> , what type of activities/courses/frequency is it? What subject(s)?	We have a lab seminar in English every week. I taught one semester course with lectures every week (already 2 semesters)					
19.	How would you describe a typical class:	10-20 people. The class is listening.					
20.	Do I have any models to relate my teaching to? If so, some examples are:						
21.	Am I being observed regularly? If so, what is the frequency? If not, why?	I don't understand the question. Observed by whom?					
22.	Do I take into account my colleagues' comments to my teaching if I get any? If so, am I able to improve anything? If so, here is the list of what helps me most:	Yes. I'm open to hear feedback and willing to improve myself.					

23.	Do I observe sessions of my colleagues? If so, which are the most important comments I make? What do I usually learn?	Not much	
24.	What types of materials do I use in my English sessions/courses?	I'm usually explaining math theory in English. I use slides and blackboard.	
25.	How often / how much are my students supposed to work independently?	They are listening at the lectures and programming at practicals.	
26.	Do I test / assess skills of my students? How?	English skills I do not test. What I have taught them I test at written as well as oral exam.	
27.	Do I test / assess knowledge of my students? How?	Same as question 26.	
28.	Would I like to be a student in my own course?	YES (Why?)	<b>NO</b> (Why?) It crazy to teach myself. I can't imagine it.

\* If you do not teach, have never taught and you are planning to or there is high probability you are going to teach in the future, please, answer all questions that are applicable for your own situation. All other questions can be answered based not on your experience but imagination.

\*\* To get a relatively clear evidence of your English level according to CEFR, it is useful to try the Dialang test. Reference to your results to the CEFR based on Dialang will be used in the seminars run by Marcus Grollman and Ruben Comadina Granson. To do the Dialang test, it is necessary to download the programme. Please, follow the instruction below in Czech.

1. Otevřete si v prohlížeči stránku o této adrese:

<http://www.lancs.ac.uk/researchenterprise/dialang/about.htm>

2. Pod nadpisem "How to use DIALANG" klikněte na první z červených odkazů ("by clicking here").

3. Nabízený soubor dialang.zip uložte do svého počítače.

4. Uložený soubor dialang.zip (komprimovaný soubor) otevřete a spusťte v něm obsažený soubor dialang.exe (buďto prostým poklepáním, nebo jej nejprve rozbalte na Plochu a poté spusťte odtamtud).

5. Spustí se instalátor, ve kterém jen klepejte na tlačítka "OK", "Next", "Yes", "Next", "Next", "Next" a pak počkejte na nainstalování programu, které nakonec potvrďte tlačítkem "Finish".

6. Po nainstalování program naleznete v menu Start — Dialang – Dialang.

Pokud by se vám program nedařilo po nainstalování spustit, nainstalujte si ještě starší verzi programu Java JRE, tímto postupem:

1. Na stejné stránce (bod 1 předchozího návodu) klikněte na odkaz "Click here" (tedy použijte raději "this older version of Java" nežobecný odkaz "Java website").

2. Obdobným způsobem jako výše stáhněte a spusťte ze souboru sun\_jre\_installer.zip soubor sun\_jre\_installer.exe.

3. Obdobným způsobem jako výše proklikejte instalátor ("OK", "Next", "Yes", "Next", "Finish")

4. Poté by už mělo být možné program Dialang v pořádku spustit.

Objeví-li se při spuštění v nových Windows hláška „Barevné schéma bylo změněno“, nic se neděje a po ukončení programu se schéma opět samo vrátí zpět.