PRE- SUMMER SCHOOL QUESTIONNAIRE

	I. GENERAL		
1.	Do I teach?	YES	~~NO*~~
2.	Why do I teach?	I enjoy teaching, working with young people	
3.	What type of teacher am I?	e.g. self-confident, well planning, willing to take risks, emphatic, analytic, friendly…	
4.	What teaching methods and strategies do I prefer?	Critical thinking, cooperative teaching methods, interactive	
5.	What teaching methods and strategies do I use?	Critical thinking, cooperative teaching methods, interactive	
6.	What types of materials do I prefer?	Do not like textbooks much, authentic, self-prepared, life collected.	
7.	What types of materials do I use?	Do not like textbooks much, authentic, self-prepared, life collected. Textbooks are repetitive and quite frequently out-of-date. Simplified texts do not help develop language skills, they are artificial.	
8.	What types of students do I teach?	Bachelors, masters	
9.	Which are my strong teaching skills?	Presentation, creativity, enthusiasm, innovations	
10.	Which are my weak teaching skills?	Deal with problematic students, not too assertive, rather cooperative – partner based interaction, some students misuse. I have almost no ability to teach grammar. I do not believe in it on academic level – only through work with authentic materials and developing sense for the language.	
	II. ENGLISH for GENERAL and SPECIFIC ACADEMIC PURPOSES		
11.	What is my level of English? ** *Go to the following link: http://ramec.cjv.muni.cz/sebehodnoceni/, and evaluate yourself according to the CEFR grid.*	A1 A2 <u>B1</u> <u>B2</u> <u>C1</u> C2	
12.	What is the evidence of this level? **	Abilities to deal with life, authentic material and produce an intelligible text	
13.	How confident am I about my command of English?	Confident, but never drilled for grammar	
14.	How often do I use English for general and/or specific academic purposes? Is there any regular frequency?	Frequently – weekly basis	
15.	What are the typical academic or specific types/genres/ purposes I use my English for? (conference papers, research articles, presentations, lectures, Emails)	Conferences, presentations, lessons, articles, emails, project proposals	
16.	Do I have any models to relate my English in academic context to? If so, some examples are:	??? RWCT approach	
	III. TEACHING DELIVERED THROUGH THE MEDIUM OF ENGLISH		
17.	Have I ever taught / Do I teach through the medium of English?	YES	~~NO~~
18.	**If so**, what type of activities/courses/frequency is it? What subject(s)?	individual tutorials; seminars, a course, practical sessions, lectures, professional trainings	
19.	How would you describe a typical class:	e.g. size, gender, level of English, other languages spoken, aims of the class	
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?	Yes – a few evaluations per semester (3-5)	
22.	Do I take into account my colleagues´ comments to my	Yes, I like idea sharing, material and experience	

		exchange. I do not believe in feedback of evaluators, they are mostly quite uninformed or biased. Feedback from colleagues is great.	
	teaching if I get any? If so, am I able to improve anything? If so, here is the list of what helps me most:		
23.	Do I observe sessions of my colleagues? If so, which are the most important comments I make? What do I usually learn?	I do not have time to observe my colleagues much, but I wish had more.	
24.	What types of materials do I use in my English sessions/courses?	Authentic as much as possible – TIME, The Economist, The Guardian, CNN, BBC, National Geographic, etc.	
25.	How often / how much are my students supposed to work independently?	All the time.	
26.	Do I test / assess skills of my students? How?	Homework, course projects	
27.	Do I test / assess knowledge of my students? How?	Tests, exams, presentations	
28.	Would I like to be a student in my own course?	YES - when I studied, frontal type of teaching was used. No pair or group activities of any type	~~NO (Why?)~~

* 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.