**Nové možnosti rozvoje vzdělávání na Technické univerzitě v Liberci**

**Specifický cíl A3: Tvorba nových profesně zaměřených studijních programů**

**NPO\_TUL\_MSMT-16598/2022**

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**Teaching language systems**

Developing language systems

WHAT

**Language systems:** vocabulary (+ pronunciation, spelling), grammar, text + discourse, suprasegmental features

**Language skills:** listening, speaking, reading, writing + interpretation, translation + intercultural competence

HOW

**Inductive approach X Deductive approach**

**PPP model (presentation – practice – production)**

WHAT TO ASSESS

**Mistake (covert mistake)**

**Slip**

**Error**

HOW TO ASSESS

**Fluency Accuracy:**

* Noting the mistakes
* Hot cards
* Invoice books
* Recall and correct
* Recordings
* Remedial sessions
* Gestures
* Pretending to misunderstand
* Repeating in context
* Echoing
* Reformulating
* Automatic correction

**Intelligibility**

**Immediate correction X Delayed correction**

EXAMPLES

Presentation of a new vocabulary:

* denotation + connotation (use of corpora)
* repetition, routine, drill (chunking), communication
* **semantization techniques:** 1) miming, 2) demonstration, 3) description (definition), 4) translation, 5) contextualization, 6) categorization (using hyperonyms/hyponyms), 7) using synonyms/antonyms, 8) analogy and parallels, 9) comparison (interlingual - positive transfer, negative interference (false friends) or intralingual (e. g. minimal pairs)), 10) collocations or colligations, word formation, 11) item(s) analysis.

Practicing of a (new) grammar structure/item:

* activities X exercises
* **exercises:** gap-filling, ordering, categorizing, matching, multiple choice, transformation, substitution (+ substitution table), true-false, definition, word-formation, cloze, open questions, error correction, do and say (TPR), completion, paraphrase

Production:

* communicative language teaching
* task-based/activity-based approach
* project-based approach
* problem-solving, scaffolding

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