

**Teacher's name:** Svetlana Kmecová

### Session plan 1

<b>Course title</b>	Introduction to the Study of Language
<b>Study level</b>	BA 1 <sup>st</sup> year
<b>Title of session</b>	Introduction to the course, Language and linguistics
<b>Session number</b>	1 <sup>st</sup> session
<b>Delivery format</b>	Face-to-face
<b>Number of parallel sections</b>	N/A
<b>Learning outcomes for session</b>	By the end of the session students will <ul style="list-style-type: none"> <li>• get familiar with the course, its content and requirements</li> <li>• get to know each other</li> <li>• be able to recognize different perspectives while defining the language, linguistics as a science, its sub-disciplines and what they deal with</li> <li>• be able to explain foundational concepts</li> <li>• be able to recognize three scholars from the discipline: Wittgenstein, de Saussure and Chomsky</li> </ul>
<b>Preparatory reading and/or homework assigned for session</b>	N/A
<b>Concept(s) covered</b>	Language, linguistics, structuralism, langue, parole, semiotic triangle
<b>Session duration</b>	90 minutes
<b>Number of students</b>	Up to 20
<b>Language of instruction</b>	English
<b>Teaching and learning method(s)</b>	lecture, presentation, group work + presentation of outcomes
<b>Teaching aids</b>	computer and projector (presentation), assignment sheets, paper, notebook (to take notes)

Activity and its Elements	Objective(s)	Teacher's Role	Role of Students	Allocated Time
<b>Students' brief introduction</b>	To find out who the students are, help them to get to know each other, the countries they come from, what their previous knowledge in the field is	To listen, take notes, ask questions, to take the attendance	To introduce themselves providing their names, country of origins, previous knowledge, interests etc.	10 minutes
<b>Teacher's introduction</b>	To ensure that students know who the teacher is, they can always ask	To introduce myself, tell students who I am and how they can reach me	To listen, take notes, if necessary; To ask questions if they wish to do so	5 minutes

	questions, or ask for help			
<b>Introduction to the session</b> Brief information about the course content, sessions, conditions and assessment. Student questions.	To familiarize students with the course structure, outcomes and requirements; To ensure they are aware that they are always welcome to ask questions; To find out what they expect from the course	To present information related to the course, explain what the sessions will look like, what the students are (not) expected to do, the assessment criteria; To ask students what they expect from the course, what they are interested in	To listen, take notes, if necessary, ask questions to make sure they understand everything; To express their expectations and ideas	10 minutes
<b>Lecture</b> (part I) starting with the Wittgenstein's quote "The limits of my language are the limits of my world"	To explain essential facts, various definitions of language, present linguistics as a science and its sub-disciplines	To present and explain key concepts	To listen, think, take notes, answer posed questions; To ask questions if needed	15 minutes
<b>Watching a video</b>	To enhance the understanding of the aforementioned concepts	To play the video, assign questions to students to complete while watching the video	To watch and try to find answers to the selected questions	5 minutes
<b>Lecture</b> (part II)	To explain concepts of language as a system of signs, opposition langue: parole, semiotic triangle, key concepts of structuralism (de Saussure)	To present and explain the concepts to link the theory with what is presented in the video	To listen, think, take notes, answer assigned questions; To ask questions if necessary	15 minutes
<b>Group discussion</b> (Some 4 students in a group, mixed group of local and international students)	To get to know each other; To find out info on each other's cultural and language backgrounds, discuss what students already know about their	To monitor students' behaviour, observe the discussions, take notes, ask questions to facilitate the activity if necessary	To discuss and take notes; To fill in assignment sheets, complete a list of questions on their country of origin, mother tongue, and other languages that they speak	15 minutes

	language and other languages they speak			
<b>Debriefing</b>	To conclude the activity, find out what cultural and language diversity we have in the classroom.	To guide and coordinate the activity; To listen to the students To take notes	To listen to each other; To present the outcomes in relevant cases; One student from each group: To summarise information from the discussion	10 minutes
<b>Final remarks, homework assignment</b>	To conclude the session, to make clear what the students are expected to do post session: read about structuralism – de Saussure and research Chomsky on their own	To summarise what we have done, what will follow the next session and what students are expected to do until then	To listen, take notes, make sure they understand; To make the summary (voluntarily)	5 minutes

### Session plan 2

<b>Course title</b>	Introduction to the Study of Language
<b>Study level</b>	BA 1 <sup>st</sup> year
<b>Title of session</b>	Morphology, morphological typology of languages
<b>Session number</b>	6 <sup>th</sup> session
<b>Delivery format</b>	Face-to-face
<b>Number of parallel sections</b>	N/A
<b>Learning outcomes for the session</b>	By the end of the session students will be able to <ul style="list-style-type: none"> <li>define/explain in students' own words the essential concepts from morphology</li> <li>recognize the differences between the different types of morphemes and identify examples of these in words</li> <li>define the morphological typology of languages</li> <li>compare the differences between various language types</li> </ul>
<b>Preparatory reading and/or homework assigned for session</b>	Bergmann, A., Currie Hall, K., Ross, S. M. (2007) 'Morphological types of languages', <i>Language Files: Materials for an introduction to Language and Linguistics</i> , pp. 163-167. Available at: <a href="https://cr.middlebury.edu/public/usoltan/lngt0101a-f11-html/content/reading%20on%20morphological%20typology%20of%20languages.pdf">https://cr.middlebury.edu/public/usoltan/lngt0101a-f11-html/content/reading%20on%20morphological%20typology%20of%20languages.pdf</a> , accessed 29 September 2022.

<b>Concept(s) covered</b>	morpheme, morph, allomorph, inflection, declination, conjunction, analytic and synthetic languages, agglutinative languages, fusional/flective languages
<b>Session duration</b>	90 minutes
<b>Number of students</b>	Up to 20
<b>Language of instruction</b>	English
<b>Teaching and learning method(s)</b>	Quiz, lecture, presentation, group activity + presentation of outcomes, discussion
<b>Teaching aids</b>	Computer and projector (presentation, quiz), assignment sheets, paper/notebook (to take notes)

<b>Activity and its elements</b>	<b>Objective(s)</b>	<b>Teacher's role</b>	<b>Role of students</b>	<b>Allocated time</b>
<b>Introduction to the topic</b> Plenary discussion	To explain what we will do at the session; To link the topic to previous sessions; To find out what students already know about morphology	To pose questions, listen to the answers of students	To think, answer questions; To link the facts with previous knowledge / knowledge from previous sessions	5 minutes
<b>Lecture (part I)</b>	To explain what morphology is and what it deals with, basic units, the difference between morphemes, morphs, allomorphs, inflection, types of morphemes	To present and explain the concepts	To listen, think, take notes, answer assigned questions; To ask questions if necessary	20 minutes
<b>Kahootquiz</b> based on knowledge from previous lessons completed in a mixed group of international and home students	To find out if students can define the concepts studied in this class using their own words; To identify examples to illustrate these;	To monitor student learning and identify possible difficulties	To complete the quiz	15 minutes

	To apply these when applicable; To enhance step by step learning; To take attendance			
<b>Lecture (part II)</b>	To explain how languages are divided into groups according to morphological typology, differences between various groups	To present and explain the concepts	To listen, think, take notes, answer the assigned questions; To ask questions if necessary	15 minutes
<b>Group discussion</b> with 4 students in a group, a mixed group of local and international students	To collect information about students' languages – how many genders, number, tenses are present in their language, how relations are expressed between words (declinations and conjugations); To identify the types that students' languages belong to	To monitor student learning, observe the discussions, take notes, ask questions to enhance the discussions if necessary	To collect information about their languages together (number of genders, tenses, how they express relations between words (declinations and conjugations), which types their languages belong to); To discuss and take notes; To fill in assignment sheets	20 minutes
<b>Debriefing</b>	To conclude the activity, find out which types of languages we have in our group, the differences between these from the viewpoint of morphology.	To conduct the activity, listen to the students, take notes	To listen to each other, present the outcomes in relevant cases; One person from each group: To summarise the results from the discussion and present the outcomes	10 minutes

<b>Final remarks, homework assignment</b>	To conclude the session, to make clear what the students are expected to do post-session (reading on lexicology)	To summarise what we have done; To address what will follow in the next session and what students are expected to do until then	To listen, take notes, make sure they understand	5 minutes
---	--	---	--	-----------

### Session plan 3

<b>Course title</b>	Introduction to the Study of Language
<b>Study level</b>	BA 1 <sup>st</sup> year
<b>Title of session</b>	In between lexical and syntactical language levels: collocations, idioms/phraseological units – phraseology
<b>Session number</b>	8 <sup>th</sup> session
<b>Delivery format</b>	Face-to-face
<b>Number of parallel sections</b>	N/A
<b>Learning outcomes for session</b>	By the end of the session students will be able to <ul style="list-style-type: none"> <li>explain the essential concepts from the field of phraseology</li> <li>define what phraseological units are, their characteristics and limitations</li> </ul>
<b>Preparatory reading and/or homework assigned for session</b>	Cowie, A. P. (2002) <i>Phraseology. Theory, Analysis, and Applications</i> , pp. 1-9.
<b>Concept(s) covered</b>	phraseological units, their characteristics and limitations, phraseological equivalents
<b>Session duration</b>	90 minutes
<b>Number of students</b>	Up to 20
<b>Language of instruction</b>	English
<b>Teaching and learning method(s)</b>	lecture, presentation, plenary discussion, quiz, group activity + presentation of outcomes
<b>Teaching aids</b>	Computer and projector (presentation, quiz), assignment sheets, paper /notebook (to take notes)

Activity and its elements	Objective(s)	Teacher's role	Role of students	Allocated time
<b>Taking attendance, introduction to the session</b>	To link the topic of the session to the previous one; To make it clear what the session will look like	To pose relevant questions, listen to what students answer	To think, answer questions, link the facts with previous knowledge/knowledge from previous sessions	5 minutes
<b>Lecture</b>	To explain what phraseology is, its basic units, the difference	To present and explain the concepts	To listen, think, take notes, answer assigned questions; To ask questions if wanted	35 minutes

	between morphemes, morphs, allomorphs, inflections, types of morphemes, morphological typology of languages, to present different understandings of phraseology and phraseological units in various countries; phraseological schools			
<b>Group discussion</b> with some 4 students in a group, mixed group of local and international students)	To exchange experiences from one's mother tongue and other languages students speak/learn, identify phraseological equivalents in various languages; To discuss and explain parallels and differences	To monitor students learning, listen to the discussions, take notes; To ask questions to facilitate the activity/discussions if necessary	To collect information from their languages as a group – find equivalents of various idioms/phraseological units, compare these, find parallels and differences, try to explain why they occur; To discuss and take notes, fill in assignment sheets	20 minutes
<b>Debriefing</b>	To conclude the activity, highlight the parallels and differences identified in various languages, try to explain findings via the lens of cultural	To facilitate the activity, listen to the students, ask questions, take notes	To listen to peer students; To present the outcomes of relevant cases; One student from each group: To summarise the results of the discussion	10 minutes

	background if possible.			
<b>Kahoot quiz</b> (based on knowledge from previous lessons/possibly prepared by a group of students)	To find out if students understand; To enhance step by step learning	To monitor student learning and identify possible difficulties	To complete the quiz	15 minutes
<b>Final remarks, homework assignment</b>	To conclude the session, to make clear what the students are expected to do post session (reading on syntax)	To summarise what we have done, what will follow in the next session and what students are expected to do until then	To listen, take notes, make sure they understand	5 minutes