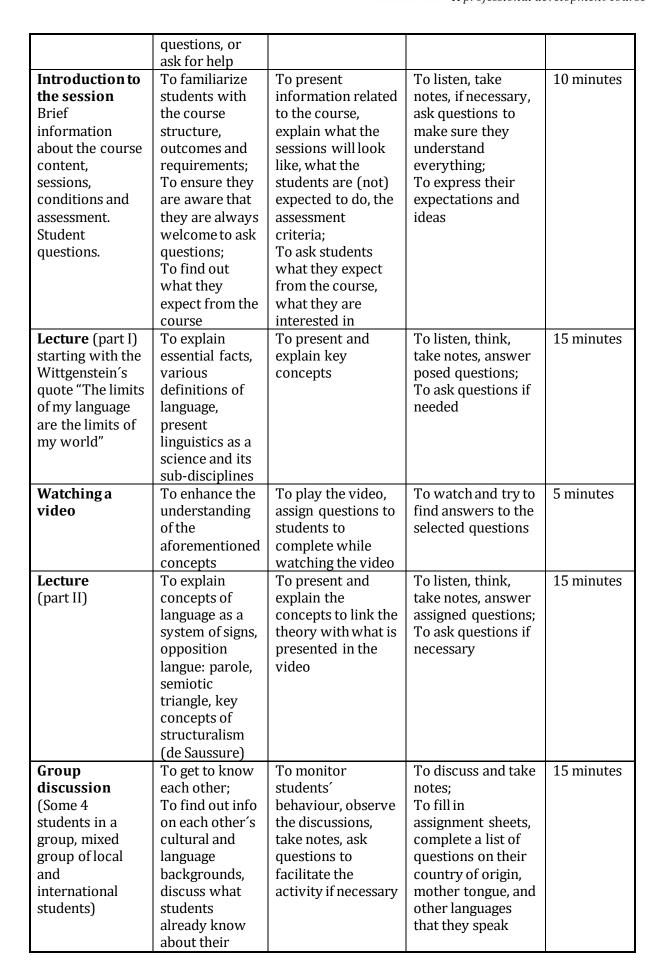
Teacher's name: Svetlana Kmecová

## Session plan 1

C	Later destination to the Challes Classes		
Course title	Introduction to the Study of Language		
Studylevel	BA 1 <sup>st</sup> year		
Title of session	Introduction to the course, Language and linguistics		
Session number	1 <sup>st</sup> session		
Delivery format	Face-to-face		
Number of parallel sections	N/A		
Learning outcomes for session	By the end of the session students will		
	<ul> <li>get familiar with the course, its content and</li> </ul>		
	requirements		
	get to know each other		
	be able to recognize different perspectives while		
	defining the language, linguistics as a science, its sub-		
	disciplines and what they deal with		
	be able to explain foundational concepts		
	<ul> <li>be able to recognize three scholars from the discipline:</li> </ul>		
	Wittgenstein, de Saussure and Chomsky		
Preparatory reading and/or	,		
homework assigned for	N/A		
session	,		
Concept(s) covered	Language, linguistics, structuralism, langue, parole,		
	semiotic triangle		
Session duration	90 minutes		
Number of students	Up to 20		
Language of instruction	English		
Teaching and learning	lecture, presentation, group work + presentation of		
method(s)	outcomes		
Teaching aids	computer and projector (presentation), assignment sheets,		
	paper, notebook (to take notes)		

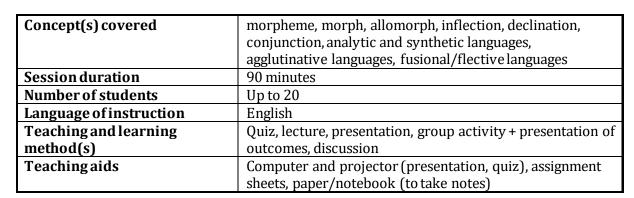
Activity and its Elements	Objective(s)	Teacher's Role	Role of Students	Allocated Time
Students' brief introduction	To find out who the students are, help them to get to know each other, the countries they come from, what their previous knowledge in the field is	To listen, take notes, ask questions, to take the attendance	To introduce themselves providing their names, country of origins, previous knowledge, interests etc.	10 minutes
Teacher's introduction	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



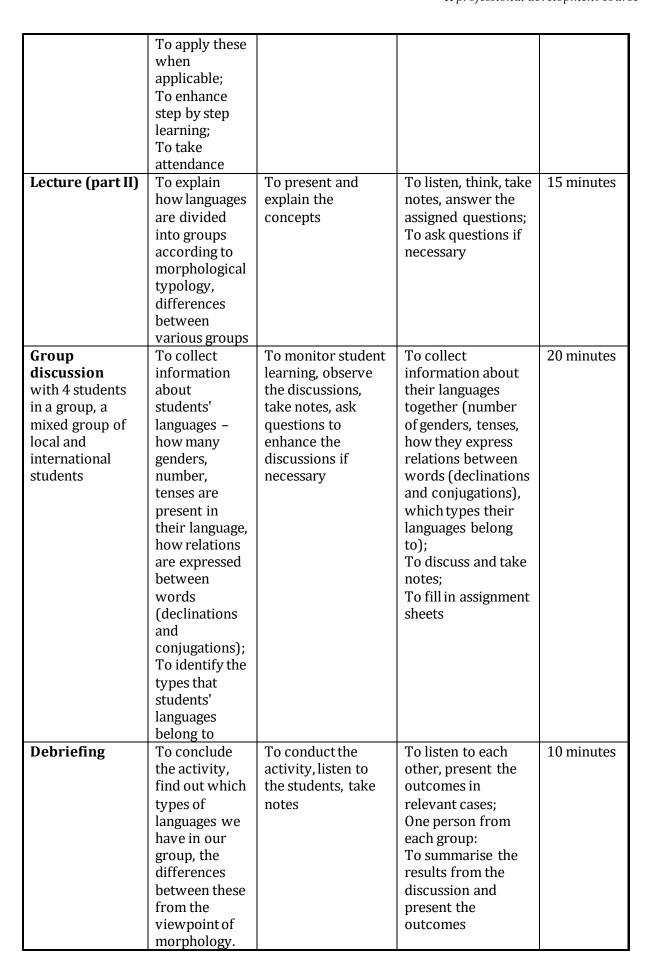
Debriefing	language and other languages they speak  To conclude the activity, find out what cultural and language diversity we have in the classroom.	To guide and coordinate the activity; To listen to the students To take notes	To listen to each other; To present the outcomes in relevant cases; One student from each group: To summarise information from the discussion	10 minutes
Final remarks, homework assignment	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

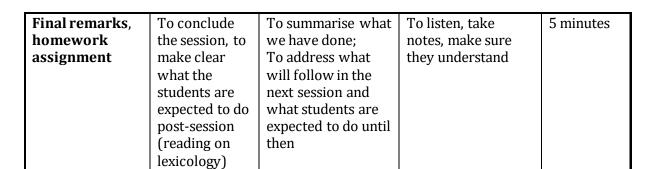
## $Session\,plan\,2$

Course title	Introduction to the Study of Language
Study level	BA 1st year
Title of session	Morphology, morphological typology of languages
Session number	6 <sup>th</sup> session
Delivery format	Face-to-face
Number of parallel sections	N/A
Learning outcomes for the session	<ul> <li>By the end of the session students will be able to</li> <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>
Preparatory reading and/or homework assigned for session	Bergmann, A., Currie Hall, K., Ross, S. M. (2007) 'Morphological types of languages', Language Files: Materials for an introduction to Language and Linguistics, pp. 163-167. Available at: https://cr.middlebury.edu/public/usoltan/lngt0101a-f11-html/content/reading%20on%20morphological%20typology%20of%20languages.pdf, accessed 29 September 2022.



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





## Session plan 3

Course title	Introduction to the Study of Language		
Study level	BA 1st year		
Title of session	In between lexical and syntactical language levels:		
	collocations, idioms/phraseological units - phraseology		
Session number	8th session		
Delivery format	Face-to-face		
Number of parallel sections	N/A		
Learning outcomes for session	By the end of the session students will be able to		
	<ul> <li>explain the essential concepts from the field of</li> </ul>		
	phraseology		
	<ul> <li>define what phraseological units are, their</li> </ul>		
	characteristics and limitations		
Preparatory reading and/or	Cowie, A. P. (2002) Phraseology. Theory, Analysis, and		
homework assigned for	Applications, pp. 1-9.		
session			
Concept(s) covered	phraseological units, their characteristics and limitations,		
	phraseological equivalents		
Session duration	90 minutes		
Number of students	Up to 20		
Language of instruction	English		
Teaching and learning	lecture, presentation, plenary discussion, quiz, group		
method(s)	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
Taking attendance, introduction to the session	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/knowle dge from previous sessions	5 minutes
Lecture	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			
	understanding s of			
	phraseology			
	and			
	phraseological			
	units in			
	various			
	countries;			
	phraseological			
	schools			
Group	To exchange	To monitor	To collect	20 minutes
discussion	experiences	students learning,	information from	
with some 4	from one's	listen to the	their languages as a	
students in a group, mixed	mother tongue and other	discussions, take notes;	group – find equivalents of	
group, mixed	languages	To ask questions to	various	
and international	students	facilitate the	idioms/phraseologi	
students)	speak/learn,	activity/discussions	cal units, compare	
	identify	if necessary	these, find parallels	
	phraseological	-	and differences, try	
	equivalents in		to explain why they	
	various		occur;	
	languages;		To discuss and take	
	To discuss and		notes, fill in	
	explain		assignment sheets	
	parallels and differences			
	differences			
Debriefing	To conclude	To facilitate the	To listen to peer	10 minutes
	the activity,	activity, listen to	students;	
	highlight the	the students, ask	To present the	
	parallels and	questions, take	outcomes of	
	differences	notes	relevant cases;	
	identified in		One student from	
	various		each group:	
	languages, try		To summarise the	
	to explain		results of the	
	findings via the lens of		discussion	
	cultural			
	cuitul di			



	background if possible.			
Kahoot quiz (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
Final remarks, homework assignment	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