



Europass Curriculum Vitae

Personal information



First name(s) / Surname(s) **Paul Whitaker**

Address(es) Suchý vršek 2128/21
Praha 5 - Stodůlky
158 00
Czech Republic

Telephone(s) Mobile +420 775 282 771

E-mail(s) paul@paulwhitaker.eu

Nationality British

Date of birth 12 of May 1969

Desired employment / Occupational field

Professional English language services

Work experience

Dates 01 of May 2006 →

Occupation or position held Freelance language services

Main activities and responsibilities I plan and teach intensive courses, train in-service teachers, do consulting work in educational organisations and companies in the Czech Republic and Germany. This work is very much concentrated on specialised courses with the clients' specific requirements as the driving factor. I also translate and proof read Czech-English documents.

Dates 01 September 2003 - 30 April 2006

Occupation or position held Company Director / Teacher Trainer

Main activities and responsibilities I set up this business with two other partners. We ran 4-week pre-service TEFL Certificate courses to native speakers. The main area of my work was planning and teaching on the course. I delivered a large portion of the input sessions as well as overseeing and observing the teaching practice component. It is a small school aimed at providing a quality product to prepare teachers in the best possible way.

Name and address of employer TEFL Worldwide, Prague, Czech Republic

Dates 01 January 2001 - 30 June 2003

Occupation or position held English Faculty

Main activities and responsibilities Teaching English to young men in a vocational college. Levels from beginner to intermediate in preparation for the Cambridge PET Exam. I was also a team leader for one course of four classes: responsible for coordinating the work schedule and assessment tasks as well as preparing exams. I was a member of the Professional Development Committee, organising as well as presenting workshops for staff.

Name and address of employer Higher Colleges of Technology, Al Ain Men's College, Al Ain, UAE

Dates 01 September 1998 - 31 December 2000

Occupation or position held Teacher Trainer

Main activities and responsibilities Training native speakers on an intensive four-week TEFL programme. I was involved in all aspects of the course: leading training sessions and workshops, critiquing teaching practice and giving feedback, and developing the programme.

Name and address of employer International TEFL Certificate, Prague, Czech Republic

Dates 01 July 1998 - 31 August 1998

Occupation or position held	Course Director
Main activities and responsibilities	In this summer school for teenagers up to the age of 18 I had overall responsibility of 64 foreign students and 8 teachers as well as teaching half a timetable. They studied in the morning and then did sports activities or went on excursions in the afternoons and Saturdays.
Name and address of employer	Oxford Intensive School of English
Dates	01 November 1994 - 30 June 1998
Occupation or position held	English Faculty
Main activities and responsibilities	Teaching university students general English from intermediate level to Cambridge Advanced and business English. My responsibilities included preparing tests, syllabuses and new courses. I also taught directors one-to-one in a private company one day a week.
Name and address of employer	Silesian University, Karviná, Czech Republic
Dates	01 September 1994 - 30 June 1996
Occupation or position held	English Teacher
Main activities and responsibilities	I was teaching mainly adults from beginner to intermediate level in evening classes and in businesses. As I was the only teacher in this school I was responsible for the daily running of the programmes and testing at the end of each course.
Name and address of employer	Akademie J.A. Komenského, Karviná, Czech Republic

Education and training

Dates	19 September 1999 - 31 August 2000
Title of qualification awarded	MA in English Language Teaching
Name and type of organisation providing education and training	University of Nottingham, UK
Dates	20 November 1992 - 19 December 1992
Title of qualification awarded	RSA/UCLES Certificate in Teaching English as a Foreign Language to Adults
Name and type of organisation providing education and training	Cheltenham International Language Centre, UK
Dates	01 September 1985 - 30 June 1987
Title of qualification awarded	B/TEC National Certificate in Business and Finance
Name and type of organisation providing education and training	Swindon College, UK

Personal skills and competences

Mother tongue(s) **English**

Other language(s)

Self-assessment

European level ()*

Czech
German

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C1	Proficient user
A2	Basic User	A2	Basic User	A2	Basic User	A2	Basic User	A2	Basic User

(*) *Common European Framework of Reference (CEF) level*

Computer skills and competences Competent with MS Word and Excel. Extensive use of the internet. I have designed online materials for students.

Driving licence Full and clean

Additional information**INTERESTS AND HOBBIES**

Travelling, swimming, cycling, skiing, photography, languages, music, cooking, reading and relaxing.

Annexes**PUBLICATIONS**

Whitaker, P. (2001). Mind Cinema: Enabling students to see what they read. In McRae, J. (ed.). Reading Beyond Text: Processes and Skills. Sevilla, Spain: Universidad de Sevilla.

Whitaker, P. (2002). A Critique of Teaching Practice Observation for Pre-Service Teachers. Perspectives. Volume 10/1: 28-35. Abu Dhabi, UAE: TESOL Arabia.

Whitaker, P. (2002). The Word Bag. IATEFL Issues. Issue 164: 13.

Whitaker, P. (2005). More to Portfolio Assessment. Modern English Teacher. Volume 14/4.

Trotman, W. & Whitaker, P. (2006). Portfolio Assessment: taking the focus away from an exam-based system. Modern English Teacher. Volume 15/2.

PAPERS PRESENTED

Assumptions Across Cultures. MSSUA 3rd National ELT Conference, Kroměříž, Czech Republic, September 1997.

Analysing Needs. ATECR International ELT Conference, Prague, Czech Republic, September 1998.

Challenging Traditional Methods of Literature Teaching. Voices of (Ex)Change Postgraduate Conference, University of Nottingham, England, June 2000.

Effective E-mail Exchanges. TESOL Arabia Conference, Abu Dhabi, UAE, April 2002.

Making Literature Accessible and Enjoyable for your Students, English Department, University of Rijeka, Croatia, May 2005.

PROFESSIONAL BODIES

A member of IATEFL (International Association for Teachers of English as a Foreign Language).

A member of ATECR (Association of English Teachers in the Czech Republic).

An accredited Cambridge FCE oral examiner.

EUROPEAN LEVELS - SELF ASSESSMENT GRID

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.