

15 years

METROPOLITAN
UNIVERSITY PRAGUE



**METROPOLITAN UNIVERSITY PRAGUE
ORGANISES**

TEACHER TRAINING SEMINARS FOR TEACHERS OF ENGLISH

Target audience:

Secondary school English teachers

Purpose:

To help teachers get some fresh ideas for teaching writing, pronunciation, grammar, lexis, and British history at the secondary level (useful for maturita, FCE, CAE examinations etc.)

Approach:

interactive, practical, welcoming

Length:

2x45 mins each seminar

When:

Thursdays indicated below from 15.30 – 17.00

Where:

Metropolitní univerzita Praha
Učňovská 100/1
190 00 Praha 9

Participating teachers obtain certificates of attendance

The courses are free of charge

Register with:

dominikova@mup.cz

(the registrations are accepted no later than 5 days prior to the course)

10. 12. 2015

Assessing student's writing (Wesley Johnson, B.A., DELTA)

Assessment is a form of feedback, and research shows it plays a significant part in the learning process. Assessment can be done at different times, carried out in different ways, and provided by different people. This session will be devoted to exploring a range of assessment techniques, examining the pros and cons of these, and considering some major pitfalls to avoid.

21. 1. 2016

Czech English (doc. Jan Volín, Ph.D.)

The workshop highlights the most common pronunciation features of Czech English (i.e. English spoken by Czech learners) and discusses their origins, but more importantly, their consequences. Various techniques of pronunciation practice will be introduced together with the gist of some recent literature on the subject matter.

18. 2. 2016

Helping students make sense of conditionals & other hypothetical clauses (Wesley Johnson, B.A., DELTA)

Contemporary coursebooks and grammar reference books are not infallible when it comes to explaining / teaching language. One language area that is generally treated in a needlessly complex, random, and abstract way in ELT materials is the area of conditionals and hypothetical structures. The ability to express conditional / hypothetical meaning is an essential part of any student's language learning development, and this session will be devoted to unpacking the meaning behind the language usage, and looking at ways to teach this more effectively.

21. 4. 2016

Memory and Lexis (Mgr. Romana Vančáková)

The workshop is structured to reflect how memory works and provides teachers with a variety of ideas for reviewing vocabulary in English language classes.

26. 5. 2016

What we need to consider to teach lexis effectively (Wesley Johnson, B.A., DELTA)

Traditionally, lexis was thought to play a lesser role in a student's language development than grammar, and was therefore treated by coursebooks and teachers as being of minor importance next to modal verbs, articles, and tenses. With more recent discoveries lexis is now widely regarded to be equal to - if not more important than - grammar in the language classroom. However, lexis is still often underestimated today, and teaching it effectively involves taking into account a range of considerations to do with semantics, syntax, phonology, pragmatics, and cognitive psychology. This session will be devoted to exploring these issues and more, so that we can better target our lexis teaching to our students' own needs.

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