

SEMINAR

How Come my Teenage Students Can't Speak English? Teaching Grammar for Communication & Key and Preliminary: Exam Update 2020

Actividad aprobada según Res. CS N° 057/2019 y RR N° 043/2019

1 de Junio de 2019 | 9.30 a 13.00 h

Disertantes:

- **Mónica MARENZI** (*Senior Academic Consultant of Buenos Aires Open Centre*)
- **Mariano QUINTERO** (*Lecturer in Lengua Inglesa III at IES en Lenguas Vivas "Juan Ramón Fernández" and at Instituto Nacional Superior de Profesorado Técnico UTN*)

Destinatarios:

- Profesores y alumnos avanzados del Profesorado de Inglés
- Profesores y alumnos de la Tecnicatura Universitaria en Traducción e Interpretación en Inglés

Lugar de Realización:

- Universidad Católica de las Misiones -UCAMI- Av. Jauretche N° 1036, esq. Av. Urquiza

Key and Preliminary: Exam Update 2020



Mónica Marenzi

Abstract: To make sure our exams are up to date with the latest research in language learning and teaching, we update them regularly. **A2 Key, A2 Key for Schools, B1 Preliminary and B1 Preliminary for Schools** have undergone a thorough review to ensure that our exams continue to remain relevant to the needs of schools and learners. We will look at the reasons for the revisions and at how each paper has changed. This will include looking at some of the support and preparation materials available to help you prepare students for the revised exams and some practical teaching ideas. We will also look at a change to the way results are reported and what the results mean.

How Come my Teenage Students Can't Speak English? Teaching Grammar for Communication



Mariano Quintero

Abstract: Students often come to class with an array of disconnected grammatical concepts and are expected to be able to communicate messages using the structures they already "know". We soon discover that they cannot use them appropriately in realistic contexts. During this presentation we will explore the way we teach -and the way textbooks present- grammar in an attempt to question some of the myths in connection with the teaching of language. One possible hypothesis to explain our students' difficulty in applying the grammar they have "learnt" is that we teachers at times present language as a system and do not work with language at the level of discourse. Obviously, a necessary effect of this approach is that our learners "know" grammar at an abstract level, but are unable to put it into work in a given communicative real-life situation. We will share ideas on how to help learners construct their grammatical knowledge so that they can communicate effectively.

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