



**LANGUAGE
CENTRE**
Masaryk University

Týden CJV Pátek

Barbora Chovancová





- UNIWERSYTET WROCŁAWSKI

Studium Praktycznej Nauki Języków Obcych

Uniwersytet
Wrocławski

Studium Praktycznej
Nauki Języków Obcych

- Aktualności
- O studium
- Konsultacje
- Studia
 - stacjonarne
 - niestacjonarne
 - Zwolnienia z lektora
- Egzaminy
- Jakość
- Courses
- Exchange
programmes
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Aktualności

data ostatnich zmian → 19.01.2017

LOGOWANIE / REJESTRACJA (w razie problemów z logowaniem lub rejestracją prosimy kontaktować się z [Sekretariatem SPNJO](#), telefon: 71-375-2745, 71-375-2698, 71-375-2300).

ZAŚWIADCZENIA

INFORMACJA O TRYBIE PUBLIKOWANIA PODZIAŁU NA GRUPY ZGODNIE Z POZIOMEM ZAKWALIFIKOWANIA STUDENTA

Listy podziału na grupy będą publikowane poprzez umieszczenie na stronach internetowych. Publikacje te będą zawierały dane niezbędne do jednoznacznej identyfikacji studenta: nazwisko oraz numer indeksu. Inne dane nie będą publikowane.

W związku z tym prosimy osoby **niewyrażające zgody** na umieszczenie nazwiska na liście podziału na grupy językowe o zgłoszenie się do sekretariatu Studium Praktycznej Nauki Języków Obcych (pl. Nankiera 20). Tam otrzymają druk sprzeciwu do podpisania. Po złożeniu sprzeciwu, na listach będzie uwidoczony tylko numer ich indeksu.

Brak sprzeciwu oznacza zgodę na opisany sposób publikowania poziomu zakwalifikowania studenta do właściwej grupy językowej. Sprzeciw można dożyć lub cofnąć w dowolnym terminie w sekretariacie Studium Praktycznej Nauki Języków Obcych.

Uwaga! Kursy języka angielskiego dla młodzieży

[Oferta lektoratów języka francuskiego](#)

[Oferta lektoratów języka hiszpańskiego i włoskiego](#)

[Oferta lektoratów języka niemieckiego](#)

[Oferta lektoratów języka rosyjskiego](#)

Informacja dla studentów I roku studiów 1 stopnia oraz jednolitych studiów magisterskich, którzy rozpoczęli studia w roku akademickim 2014/2015 i później

- Studenti , którzy zakwalifikowali się na poziom niższy niż początkowy poziom B1 są zobowiązani do uzupełnienia wiadomości we własnym zakresie.
- Studentom, którzy wybrali język angielski lub niemiecki SPNJO oferuje pomoc w postaci pracy na platformie [etutor](#) (koszt 15 zł za semestr).
- Studentenci, którzy chcieliby założyć konto na platformie proszeni są o zgłoszenie się do lektora, który prowadzi z nimi zajęcia.
- Studentenci, którzy chcieliby założyć konto na platformie ale w danym semestrze nie uczęszczają na

3



Impact Brno – ESP Conference Wroclaw

Ewa Jankowska

Izabela Bojarska

Teaching Foreign Languages and Addressing the Specific Needs of Higher Education Students: New Trends, Challenges, Recommendations



Uniwersytet
Wrocławski

Studium Praktycznej
Nauki Języków Obcych



Konferencja
Dydaktyczno-
-Naukowa 2016

Specyficzne Potrzeby Studentów Szkół Wyższych a Nauczanie Języków Obcych: Kierunki Rozwoju, Nowe Wyzwania, Rekomendacje

HOME KONFERENCJA PRAKTYCZNE INFORMACJE REJESTRACJA SPiNO ZDJĘCIA / PHOTO GALLERY UNIWERSYTET WROCLAWSKI
WROCLAW KONTAKT IN ENGLISH ETUTOR

about the conference

Teaching Foreign Languages and Addressing the Specific Needs of Higher Education Students: New Trends, Challenges, Recommendations



Conference objective

Student needs have changed in recent years and will continue to do so in the future in response to various factors such as social and cultural changes, advances in information technology, economic development and new trends in the European Union language policies. The conference aims to provide a forum for a discussion on specific needs of higher education students. Specific needs are referred to herein as an umbrella term that encompasses professional, social, and integration needs as well as needs arising from giftedness, disabilities or learning deficits. Effective language teaching requires understanding students' specific traits and behaviours along with recognising students' needs. This, then, will help language teachers to use optimal teaching solutions in order to meet their students' expectations.

Zespół Lektorów Języka Angielskiego
Uniwersytetu Wrocławskiego plac
Nankiera 2, Wrocław



Kredka and Ołówek





UNIwersytet w Białymstoku

WYDZIAŁ PRAWA

TO TWOJE PRAWO



EN PL RU

Szukaj

STREFA

WYDZIAŁU

KANDYDATÓW

STUDENTÓW

ABSOLWENTÓW

NAUKI

- **Historia**
- **Władze**
- **Rada Wydziału**
- **Struktura i pracownicy**

• Katedry, zakłady, ośrodki

- Katedra Filozofii i Historii Prawa
- Katedra Finansów Publicznych i Prawa Finansowego
- Katedra Politologii
- Katedra Postępowania Karnego
- Katedra Prawa Administracyjnego
- Katedra Prawa Cywilnego
- Katedra Prawa Gospodarczego Publicznego
- Katedra Prawa Karnego
- Katedra Prawa Konstytucyjnego
- Katedra Prawa Międzynarodowego
- Katedra Prawa Podatkowego
- Katedra Prawa Pracy
- Katedra Prawa Rzymskiego
- Katedra Prawa Własności Intelektualnej
- Katedra Teorii Prawa i Filozofii Prawa

Struktura i pracownicy

Strona główna / Struktura i pracownicy / Katedry, zakłady, ośrodki / Centrum Prawniczego Języka Angielskiego

Centrum Prawniczego Języka Angielskiego

Pol.: 320
Tel.: (+48 85) 745-71-64
Fax.: (+48 85) 740-60-89



Kierownik Centrum
Dr Halina Sierocka
Adiunkt

Specjalność naukowa

- Prawniczy język angielski,
- Języki specjalistyczne,
- Metodyka nauczania języków specjalistycznych,
- Zintegrowane kształcenie przedmiotowo-językowe (CLIL)

Dyżur: środa, godz. 11.15-12.00, sala 320

Email: h.sierocka@wb.edu.pl

Pracownicy:

Mgr Maria Cudowska – sekretarz

Share and Gain 2016

The screenshot shows a PDF document in a web browser. The browser's address bar contains the URL: www.prawo.uwb.edu.pl/pliki/prawo_newfile/cpja/2016/SHARE%20&%20GAIN%20workshops%202016%20invitation-17_01_2016.pdf. The document header features four logos: the University of Białystok seal, the Faculty of Law logo, the Białystok Legal English Centre logo, and the Legal & Business English logo. The main title is **'SHARE & GAIN'**, followed by the subtitle **WORKSHOPS FOR TEACHERS, TRANSLATORS AND INTERPRETERS OF LEGAL ENGLISH**. The text announces the **2nd Legal English Workshops, Supraśl, 8th -9th September, 2016**. It states that the Białystok Legal English Centre, Faculty of Law, University of Białystok, Poland is pleased to announce the second workshops for teachers, translators and interpreters of Legal English which will take place from September 8th - 9th of 2016. The workshops are an opportunity to bring together experienced and inexperienced teachers, translators and interpreters of Legal English to share their knowledge, ideas and experience. Once again, we are very happy to host the workshops in the beautiful and enchanting town of Supraśl. The **ORGANISERS** are the Białystok Legal English Centre, Faculty of Law, University of Białystok, Poland. The **Organising Committee** consists of Dr Izabela Krasnicka and Dr Halina Sierocka. The **Methodological Consultants** are also listed as Dr Izabela Krasnicka and Dr Halina Sierocka. The browser's taskbar at the bottom shows several open windows, including 'Dopln_n_ sylabu ...zip', and the system tray displays the time as 16:40.

JUST CHECKING YOUR PEERS – STUDENT GENERATED FEEDBACK

Barbora Chovancova, Masaryk University Language Centre, Czech Republic

With the advancement of modern technologies, legal English classes can become more varied and interesting. Since most students nowadays carry electronic devices with them, teachers are able to rely on these forms of technology to assign some specific class-based and out-of-class learning tasks. The workshop describes several methods, such as student supervisor and peer review, which provide students with a unique opportunity to see how their classmates assess each other's achievement. We will focus on how to make these methods maximally effective – how they work with real students, how teachers may set relevant tasks, what problems may arise, and how they may be addressed. We will also look at how peer review can be applied in the syllabus in order to practice a whole range of skills apart from writing. The workshop participant will have a chance to reflect on how these approaches may be integrated in their own unique teaching situations.



I feel a recipe is only a theme, which an intelligent cook can play each time with a variation.

Madam Benoit

Having a go at peer review

- Write down one paragraph on the following topic:

Food for thought: why students should feed their brains?

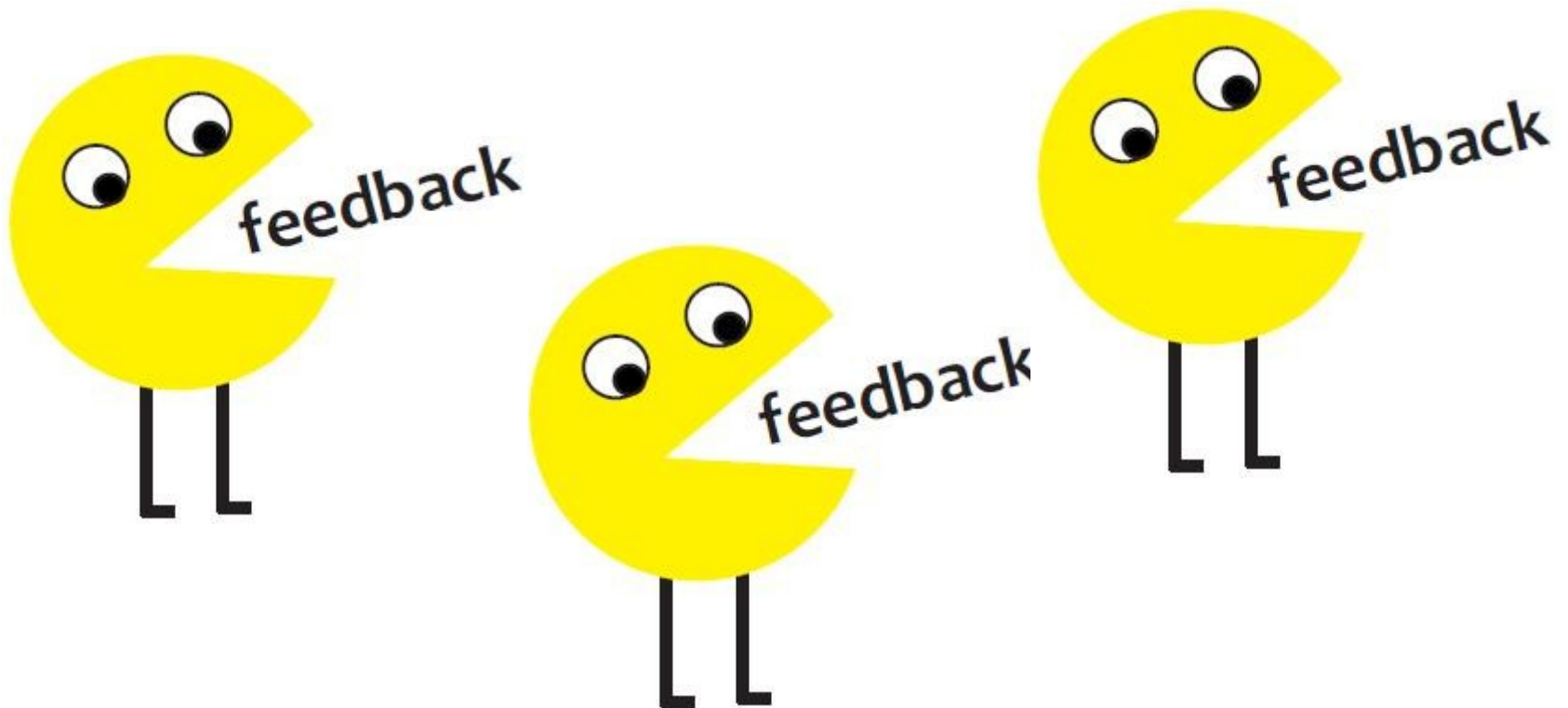


Give feedback on a text written by your colleague

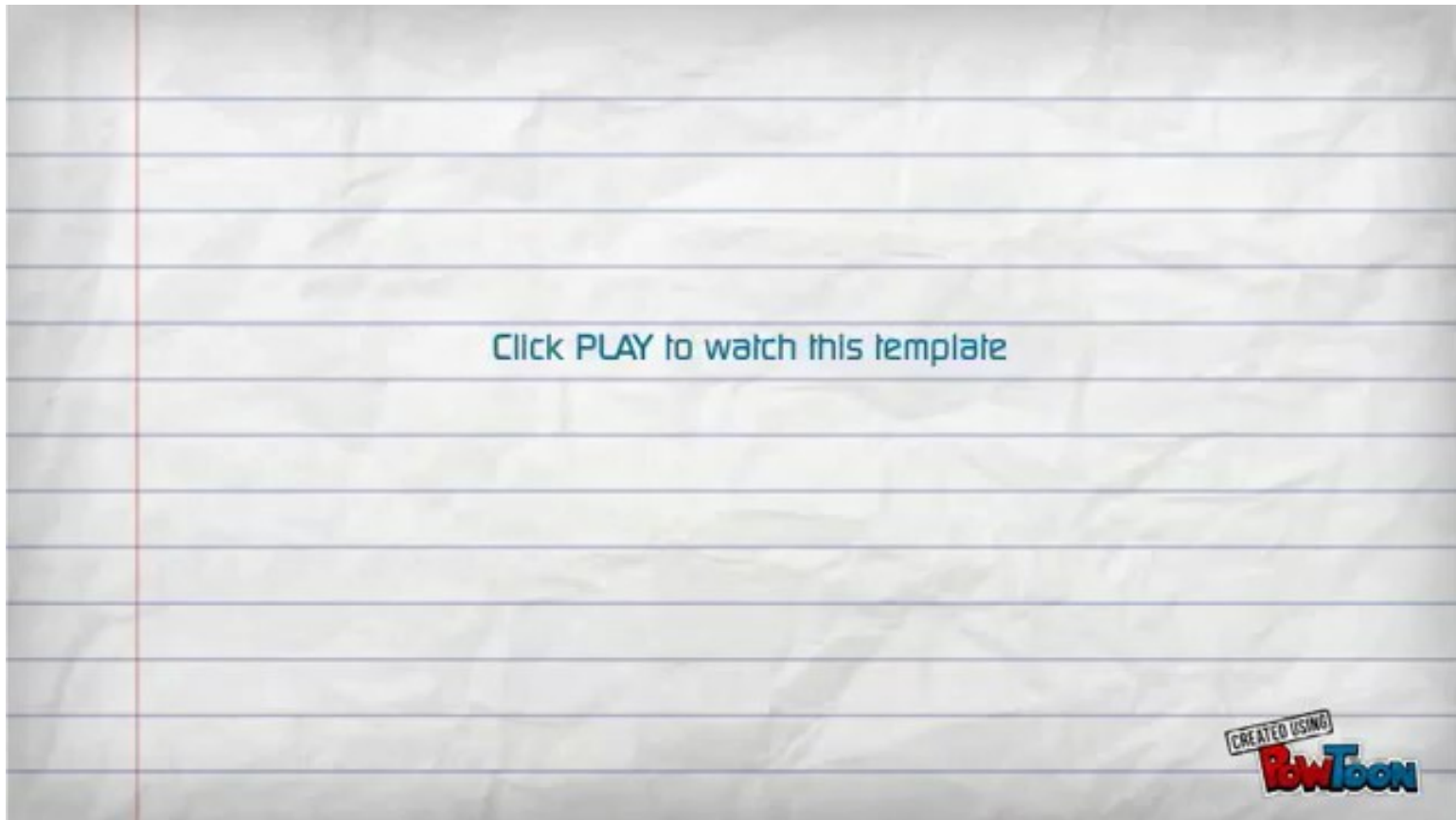


https://www.google.cz/search?q=food+quotes+proverbs+sayings&biw=1280&bih=665&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi-1N6iwfbOAhXKvRoKHbbwDFYQ_AUIBigB#tbm=isch&q=feedback+food&imgcr=XUhg7o1NHCajM%3A

What should be evaluated – and how – and why?



<https://www.youtube.com/watch?v=0FqkkW2t1SY>



Source: <https://www.youtube.com/watch?v=0FqkkW2t1SY>

Students need to learn to give feedback

"...no one is born a great cook,
one learns by doing."

Julia Child, My Life in France





When you finish, the **supervisor** gives the lawyer **feedback**.

Be diplomatic and friendly!

Feedback is not only listing mistakes.

Junior Lawyer's Performance Assessment Sheet:

	Tick if OK	Comments
Correct structure: Opening/ Listening and Questioning Summarizing/ Advising/ Concluding		
rapport with the client		
appropriate questions and language		
confirm understanding		
matters explained clearly		
client management (enough space, no digressions)		

WRITTEN PEER REVIEW

- Case Study – Stairs collapse



The name of your client is Bert Simpson. You have already interviewed him. You promised that you will go through the case and you will write an e-mail to Bert with some advice.



- Case analysis
- Aim: to inform a client about the options he has in a legal case in written form (via a letter)



Choose a letter filed by another group and comment on it (50-70 words).

In your comments consider the following aspects

- **Content** (as a client would you be satisfied with the advice?)
- **Structure** (clear, logical, linking words, ...)
- **Style** (appropriate, formal, ...)
- **Vocabulary** (range, accuracy, collocations, ...)
- **Grammar** (range, accuracy – especially a word order)

- Příspěvky: vše [dobré reakce na mě](#) • [Nové příspěvky](#) • [Seznam vláken](#)



Vlákno: Letter to Mr Simpson

Dear Mr Simpson,

(introduction)

We went through your case and we have come to the conclusion that you could sue the company which owns the shop for damages. The shop owed duty to provide you as a customer safe environment on its premises and the duty was breached due to negligence. The owner of the shop should have kept in mind that many customers might use the stairs and amount of customers might exceed the weight limit. On the other hand you should be prepared that the judge might consider your own behaviour on the side of the accident and therefore you should prepare your statement of what happened to clarify the situation. I will be in touch again shortly, but in the meantime, if you have any questions, please do not hesitate to contact us.

Yours sincerely,

Dostálová
Jahodová
Obrusník



Re: Letter to Mr Simpson

My comment on the letter:

I would be satisfied with advice given in your letter if I was your client. Information is clear, you wrote even about risks connected with a legal action against the shop. Logical structure of the letter is comprehensible, but the text could be graphically divided into 3 paragraphs. Style is fine, advanced collocations are used. There are some minor spelling mistakes and I am not sure about correctness of the sentence "I will be in touch again shortly (...)" where adverb "soon" instead of "again shortly" would be more fitting.



Re: Letter to Mr Simpson

I went through your letter and I can clearly say that as your client, I would be definitely satisfied with you. Structure of the letter is clear and common person would be able to understand it without any problem even though you used legal terminology and phrases. It is a pity that text is not divided to paragraphs. It would be more comfortable for reading. Also I found some spelling mistakes but they do not influence understanding of the text.



Re: Letter to Mr Simpson

My comment:

As a client I would be satisfied with your advice. You used clear sentences which are understandable to person without law education. But I think that maybe there is few phrase that doesn't fit it (formal letter) in touch) there could be used other better phrase. The structure is logical. I miss there just paragraphs. There is just a few mistakes but it is good advice for the client.

17. 4. 2016 10:50, Jana Veverková (stud PrF MU), učo 453220 • [upravit název](#)

• [reagovat](#) [příspěvek č. 62835673]

Student generated feedback

Positive stroking:

I would be satisfied with your advice if I was your client.

Information is clear, style is fine, advanced collocations are used.

Highlighting of problem areas:

It is a pity that text is not divided to paragraphs. It would be more comfortable for reading.

There are some minor spelling mistakes, but they do not influence understanding of the text.

Activity analysis?

- Group work
 - Legal topic
 - Learning legal collocations by practice
 - Formal writing skills practice
 - Peer review (by giving the review, students learn how their work will be assessed)
 - Preparation for
- the Seminar assignment → the exam → real life



Google Disc – sharing work

Dear Mr. Green

Thank you for your email. You asked to provide advices concerning the employment in the Czech Republic. I would be grateful if you could send me more information about you as the place of your birth, your nation or your age.

The Czech law system distinguishes foreigners from countries of European Union and from other countries. You need to know, that the Czech employment law do not consider the citizen of European Union of a foreigner.

Finally, in Czech employment law, there are three way how to enter into an employment, the employment contract, the agreement to complete a job and the agreement to work. You and your future employer are entitled to choose the type of the employment contract.

If you have any question, please do not hesitate to contact me. We can agree on a meeting.

Yours sincerely

Jan Novák



Oregon State University: MAKING PEER REVIEW WORK

What's So Good About Peer Review?

When you read your peers' papers you can...

- Understand the assignment better
- See how other writers responded to the assignment
- Pick up writing strategies from other writers
- Get to know someone better through their writing
- When another student reads your paper you can...
 - Bounce your ideas off another person before they go to the teacher for grading
 - Step outside yourself to see your own strengths and weaknesses as a writer
 - Write for an audience larger than just the teacher
 - Hear where you need to clarify or develop your ideas

TIPS for Achieving a Successful Peer Review:

- Respond in pencil—you may need to erase.
- Ask the writer what he/she would like feedback on: a section they had trouble with, the introduction, conclusion, etc. Tell your reviewer the same.
- Read the paper through once without a pencil in your hand, just to get the big picture. Then read it again.
- Identify what was done well, what you liked about the paper, not just the problems. If you see a great sentence or idea, say so!
- Ask yourself, “What two things would improve this paper most?” Then suggest them to the writer.
- Remember that being too nice is not helpful, nor is being too harsh. You can be honest, but always be kind.

"Recipes don't work unless you use your heart!" – Dylan Jones

Relevant for your own teaching situation?

Are you going to cook up a storm?





Cookery is not chemistry. It is an art. It requires instinct and taste rather than exact measurements."

Marcel Boulestin



Thank you for
your
Over to Hanka...