**Academic Speaking for Doctoral Students**

**About the course**

This course will help non-native English speakers to improve their presentation skills to facilitate functioning in English in the academia in the international context. The focus is on pragmatics with special emphasis on developing and delivering spoken texts with the purpose of communicating ideas more efficiently. The participants will have ample opportunity to practice using English for such academic purposes. An assumed level of participants’ proficiency in spoken English for this course is B2+ or higher. The postgraduate level of performance is expected where it is assumed that the participants are, to a great extent, responsible for their own learning. The participants are expected to complete all the tasks on time in a thorough and high quality manner.

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| Nazwa kursu | **Academic Speaking for Doctoral Students** |
| Nazwa jednostki prowadzącej przedmiot | **Szkoła Doktorska Nauk Społecznych UJ** |
| Język przedmiotu | English |
| Efekty kształcenia dla warsztatów ujęte w kategoriach: wiedzy, umiejętności i kompetencji społecznych | The course participant:  - knows the structure of a scholarly presentations  - can plan his/her presentation efficiently for better impact - recognizes the importance of presentation aims and can formulate them appropriately  - can use signposting and recycle information to facilitate the perception  - can recognize the importance of the main message and knows how to shape it  - can recognize the relation between the form and its meaning in academic texts (level of certainty, hedging) - can design comprehensive slides for an academic presentation  - knows wide repertoire of commonly used phrasal elements in scholarly presentations and uses them appropriately  - knows his/her stronger points in speaking and can explore them for better impact  - can recognize drawbacks of his/her own presentations and can, to some extent, control them  - recognizes the role of feedback from specialists and non-specialists in his/her area of expertise  - can deliver constructive feedback on peers’ work  - recognizes the role of the speaker and listener /the audience |
| Typ warsztatów Liczba uczestników | Optional Number of participants - 10 |
| Imię i nazwisko osoby/osób prowadzącej/prowadzących warsztaty | Monika Stawicka PhD |
| Sposób realizacji | Workshop online |
| Wymagania wstępne | English language competence with a focus on speaking skills at B2+ minimum (according to CEFR) |
| Bilans godzinowy dla uczestnika warsztatów | 20 contact hours  The course covers 6 meetings of 3 hours each and 1 meeting of 2 hours 10 hours – Student’s own work: preparation of spoken micro-tasks and a final presentation. In online courses distribution of hours can be modified. |
| Punkty ECTS | 2 |
| Metody dydaktyczne | - project method  - case studies - providing dynamic feedback from the instructor |
| Metody sprawdzania efektów kształcenia uzyskanych przez uczestników warsztatów | ZAL – Ocena Formative assessment – continuous individual assessment in the form feedback of spoken micro- tasks  Summative assessment – on the basis of a 10 minute final presentation |
| Forma i warunki zaliczenia warsztatów | - participation in the workshops  - performing micro-tasks  - delivering final presentation with the focus on the specificity of the participant’s area of expertise (details will be provided in due course) |
| Treści warsztatów | - differences between Polish academic culture and Anglo-Saxon academic style  - differences between academic written text and academic spoken text; adjustment of a written text to its spoken version  - features and structure of effective academic presentation (different opening techniques, main body, closing techniques, Q&A session, survival techniques)  - speaker as a mediator and facilitator (using voice to shape the meaning: pronunciation, articulation, gesticulation, intercultural differences: tone and registers; metaphors and humour) - establishing and maintaining rapport with the audience - exploiting visuals (basic rules for slides prep, commenting on slides, speaker as his/her main visual aid; non-verbal communication) - facts and figures (danger of ‘data dumping’, using graphs, tables and charts, describing trends) - a slide with a plan and thank you slide  - effective redundancy: noise vs information - evaluation of micro-tasks (self-assessment, peer feedback, tutor’s feedback) - workshop evaluation |
| Wykaz literatury podstawowej i uzupełniającej | - participant’s samples of spoken performance  - tutor’s own material (in the form of handouts and PPPs) - Wallwork, A. *English for Academic Research: A Guide for Teachers*, Springer, 2016. - Using English for Academic Purposes. A Guide for Students in Higher Education [www.uefap.com](http://www.uefap.com)  - Powell, M. *Presenting in English*, LTP, 2012. - *CEFR*, Council of Europe, CUP, 2001.  Selected internet sources:  - <https://www.youtube.com/watch?v=meBXuTIPJQk>  Creating effective slides by Jean-luc Doumont, Standford, 2013.  - <http://englishplusplus.jcj.uj.edu.pl/presentation/phrases/index.html>  repertoire of useful phrasal elements in presentations, in English++ Project, M. Stawicka. |

MoStawicka/2019, Sept. Rev. 2020,Feb., July 20.