**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.

**Course syllabus**

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| Nazwa kursu | Academic speaking |
| 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 presentation  - can plan his/her talk efficiently for better impact - recognizes the importance of the presentation aims and can formulate them appropriately  - can use signposting and recycle information  - can recognize the relation between the form and its meaning in academic texts (level of certainty, hedging) - can design slides for a scholarly presentation  - uses appropriately commonly used generic phrases typical for a scholarly presentation  - 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 | optional |
| Imię i nazwisko osoby/osób prowadzącej/prowadzących warsztaty | Monika Stawicka, PhD |
| Sposób realizacji | Workshop |
| 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 5 meetings;  Student’s own work-10 hours: preparation of spoken micro-tasks and a final presentation |
| Punkty ECTS | 2 |
| Metody dydaktyczne | - project method  - class discussion  - case studies - interactive mini lectures  -individual work and pair/ group work - providing dynamic feedback (from the instructor and peers) |
| Metody sprawdzania efektów kształcenia uzyskanych przez uczestników warsztatów | Formative assessment – continuing individual assessment in the form of tutor and peers feedback on spoken tasks  Summative assessment – on the basis of a 10 minute talk related to student’s PhD project |
| Forma i warunki zaliczenia warsztatów | - participation in the workshops  - performing micro-tasks  - delivering a final presentation with the focus on the specificity of the participant’s area of expertise (details will be provided in due course) |
| Treści warsztatów | - features of Anglo-Saxon academic culture  - differences between scholarly written text and scholarly spoken text; adjusting written text into its spoken version  - features and structure of effective academic presentation (opening techniques, main body, closing techniques, Q&A session, survival techniques, oratory techniques)  - speaker as a mediator and facilitator (using voice to shape the meaning: articulation & tone; register, intercultural differences: metaphors and humour) - establishing and maintaining rapport with the audience - exploiting visuals (rules for slides prep, commenting on slides) - facts and figures (danger of ‘data dumping’, using graphs, tables and charts, describing trends) - effective redundancy: noise vs information - evaluation of micro-tasks (self-assessment, peer feedback, tutor’s feedback) - workshop evaluation |
| Żródła: | - 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. Selected internet sources:  - <https://www.youtube.com/watch?v=meBXuTIPJQk>  Creating effective slides by Jean-luc Doumont, Standford, 2013.  - repertoire of useful phrasal elements in presentations, in *English++* *Project,* M. Stawicka.  <https://englishplusplus.jcj.uj.edu.pl/> |

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