

Syllabus. Level B2+/C1 (CEFR)

Course description

This course is designed for the PhD students with the purpose of developing language skills relevant in academic studies and research. (*e.g.* abstract and summary writing, delivering scholarly presentations, communication in international academic environment). The course consists of two modules: academic writing (1st term) and academic speaking (2nd term). The basic language component of this course is English for academic purposes. The assumed level of proficiency in English for the students who enter this course is B2+ or higher. The target level is C1. The postgraduate level of performance is expected where it is assumed that students are, to a great extent, responsible for their own learning. The students are expected to complete all assignments on time in a thorough and high quality manner. To achieve learning outcomes the students need to study individually scholarly papers from their own discipline and other relevant material in original English language version. It is assumed that the students entering this course, among other issues, **already know** some language functions and grammar problems at **B2 level**:

B2 Language functions

- describing experiences, events, processes
- describing feelings and emotions
- talking about plans
- developing an argument
- encouraging and inviting another speaker to continue
- expressing abstract ideas
critiquing and reviewing
- expressing agreement and disagreement
- expressing opinion and justifying it
- expressing reaction, e.g. indifference
- asking direct and indirect questions
- interacting informally, reacting, expressing interest, sympathy, surprise, etc.
- speculating
- taking the initiative in interaction
- evaluating
- synthesizing

B2 Grammar

- adjectives and adverbs
- future continuous future perfect future perfect continuous
- mixed conditionals
- modal verbs; can, needn't have, may
- modal verbs of deduction and speculation
- narrative tenses
- passive voice
- past perfect past perfect continuous
- selected phrasal verbs
- relative pronouns, relative clauses
- reported speech
- will and going to for prediction
- wish
- would expressing habits in the past

Language functions: Target Level C1

- conceding a point
- critiquing and reviewing constructively

- defending a point of view persuasively
- developing an argument systematically
- emphasizing a point, feeling, issue
- expressing attitudes and feelings precisely
- expressing certainty, probability, doubt
- expressing opinions tentatively, hedging
- expressing reaction, e.g. indifference
- expressing shades of opinion and certainty
- responding to counter arguments
- speculating and hypothesizing about causes, consequences, *etc.*
- synthesizing, evaluating and glossing information
mediating, e.g. developing spoken text on the basis of written text

Learning Outcomes: Module 1 (Academic Writing)

The student:

- knows general features of an academic discourse and the specificity of such a discourse in his/her own discipline
- recognizes the importance of a readability factor
- knows the structure of a paragraph and the functions of linking devices within a paragraph and between them
- can express the purpose of his/her research project and explain it in a broader context
- knows formatting style in his/her own discipline
- can report or quote what other researchers say
- knows the rules of paraphrasing to avoid plagiarism
- can recognize logical fallacies in argumentation
- knows how to plan and write a paper in his/her own discipline
- can write an abstract for a scholarly article, conference, *etc.*
- recognizes his/her drawbacks and strong points in writing

Learning Outcomes: Module 2 (Academic Speaking)

The student

- knows the language of a scientific presentation at international conferences
- understands the necessity to adjust the language of his/her presentation to the audience, taking into account cultural differences
- can adjust /select presentation content and language to the purpose of his/her presentation, presentation time, the audience, *etc.*
- can link parts of his/her presentation logically, signaling particular presentation phases
- knows basic rules on nonverbal communication and its impact on the audience
- knows how to establish and maintain rapport both verbally and nonverbally
- can prepare slides and comment on them
- knows basic survival techniques
- can use proper articulation and intonation for different functions (e.g. emphasis)
- can pronounce general academic technical words and words from their own discipline
- knows how to activate the audience and make it easier for them to follow
- knows how to start and finish a presentation
- can manage Q and A session
- knows rules for creating and presenting academic posters
- can present their results/work in progress in the form of a poster
- can express his/her position objectively without emotions, hedging their own text when necessary

Hedges: Examples

- Sensory verbs: appear, seem
- Verbs of perception: *assume, believe, doubt, feel, perceive, regard, think*

- Performative verbs: *agree, propose, suggest*
- Modal adjectives: *bound to, certain, clear, definitive, doubtful, inclined to, liable, likely, most probably, possible, seemingly, suggestive, unlikely*
- Modal nouns: *argument, assumption, chance, doubt, estimate, likelihood, necessity, opportunity, there is a possibility, tendency*
- Modal verbs: *may, can, could, would*
- Epistemic adverbs: *apparently, seemingly, undoubtedly, supposedly, unquestionably*
- Adjuncts (downtoners): *comparatively, enough, (a) kind of, more or less, quite, rather, relatively, sort of*
- Diminishers: *(a) little, in many/some/this respect, in part, mildly, moderately, partially, partly, pretty, slightly, somewhat*
- Minimizers: *(a) bit, barely, hardly, scarcely*
- Approximators: *almost, basically, nearly, practically, technically, necessarily, majority, probably, possibly, generally, virtually*
- Attitudinal/content disjuncts: *definitely, presumably, evidently, apparently, actually, theoretically, basically, certainly, undoubtedly, undeniably, surely, perhaps*
- Modal adverbs: *usually, at least*
- Concept of evidentiality: *in my opinion, according to*

Relevant resources

- Bailey, S. (2006). *Academic Writing. A Handbook for International Students*. Abingdon: Routledge.
- Hyland, K. (2006). *English for Academic Purposes*. Abingdon: Routledge.
- Kenneth, A. (2013). *Writing a First Year Report*. Edinburgh: English Language Teaching Centre
- Stawicka, M. (2014). *English for Academic Purposes. Guidelines for Teachers of the Jagiellonian Language Centre*. <http://www.jcj.uj.edu.pl/documents/15103613/60873313/guidelines2909>
- Stawicka, M. (2012) *Abstract Project (How to write abstracts effectively)*
<http://www.abstract.jcj.uj.edu.pl/>
- Wallwork, A. (2013). *English for Academic Research: Grammar Exercises*. New York: Springer.
- Wallwork, A. (2013). *English for Academic Research and Vocabulary*. New York: Springer.
- Dignen, B. (2007). *Fifty ways to improve your presentations skills in English...without too much effort*. Oxford: Summertown Publishing.
- Doumont, J. (2012). *Trees, maps, and theorems*. Belgium: Principia.
- Grussendorf, M. (2007). *English for Presentations*. Oxford: Oxford University Press.
- Wallwork, A. (2011). *English for Academic Correspondence and Socializing*. New York: Springer.
- Powell, M. (2010). *Dynamic Presentations*. Cambridge: Cambridge University Press.
- Stawicka, M (2009), *Effective presentation in English, English++; part on presentation with repertoire of phrases* <http://englishplusplus.jcj.uj.edu.pl/>

Selected online resources

Jean-Luc Doumont

www.youtube.com/watch?v=meBXuTIPJQk

<https://www.youtube.com/watch?v=IFu3jaImse0>

<https://www.youtube.com/watch?v=07QxQR11vil>

University of Edinburgh <https://www.ed.ac.uk/studying/international/english/postgraduate>

Poster Presentation <https://www.youtube.com/watch?v=llr22p0jWjQ>

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This syllabus is based on the material prepared jointly by M. Stawicka and M. Rogozińska in 2014 and revised by M. Stawicka in 2016 .