

SPECIJALIZIRANI TEČAJ ENGLESKOG JEZIKA

Pripremili: Ana Bakašun, viša lektorica i dr.sc. Gordan Matas, docent

Split, veljača, 2019.



www.esf.hr



Projekt je sufinancirala Europska unija iz Europskog socijalnog fonda.

Filozofski fakultet

Poljička cesta 35, 21000 Split

021 32 92 84

www.ffst.unist.hr

www.unist.hr

www.strukturnifondovi.hr

Sadržaj materijala isključiva je odgovornost Filozofskog fakulteta Sveučilišta u Splitu.

COURSE CONTENT*:

Session	Summary
1	Speaking & listening skills: talking about individual research interests and professional expertise, responding to conversational turns, asking and answering questions.
2	Reading skills: navigating texts (identifying genre and purpose, identifying main arguments and supporting evidence). Speaking skills: summarising main points. Paraphrasing. Study skills: using dictionaries.
3	Reading and speaking skills: understanding and using navigational language (signposting).
4	Speaking skills: delivering short presentations. Characteristics of effective presentations.
5	Presentation skills: using visuals. Characteristics of appropriate and effective visuals.
6	Raising language awareness: understanding vocabulary and word formation processes; prefixation, suffixation, conversion, compounding. Speaking and listening skills: asking and answering questions, giving and following instructions.
7	Raising language awareness: functional language.
8	Teaching skills: thinking as a skill.
9	Closure 1: final presentations.
10	Closure 2: final presentations.
Total: 30 hours	

*A needs analysis was conducted prior to the beginning of the course. The results and conclusions of this analysis formed the basis upon which the course content was designed.

Session 1

Speaking & listening skills: talking about individual research interests and professional expertise, responding to conversational turns, asking and answering questions

(1) Getting to know each other

Practising verb tenses by talking about present, past and future time related to, for example, educational background, areas of interest, professional achievements, and plans for the future.

Class participants work in pairs, taking turns to speak about themselves, also asking each other questions to get more information.

Topics for class discussion: advantages and disadvantages of working as a teacher at a tertiary educational institution; how to cope with multitasking at work (e.g. teaching, doing research, writing scientific papers, etc. at the same time).

(2) Our present and future students

Describing educational institutions where the class participants work.

Speaking about students: discussing their educational background, skills and knowledge they should have before starting their studies.

Listing and describing a few specific skills students should learn and improve on during their first year. Why are these skills important for them? Giving reasons.

Describing plans for the future: starting a graduate study programme for international students.

Describing the Faculty's target audience for this new programme (e.g. prospective students' countries of origin, educational background, individual areas of interests, etc.).

Discussing possible marketing and advertising activities. Describing the activities the Faculty has planned for the implementation of this study programme. What will have to be done before the programme actually starts?

Session 2

Reading skills: navigating texts (identifying genre and purpose, identifying main arguments and supporting evidence). Speaking skills: summarising main points. Paraphrasing. Study skills: using dictionaries.

(1) Navigating texts

Reading a newspaper article (content related to one of the Faculty's study programmes):

Article: www.nytimes.com/2018/11/30/science/animal-intelligence-octopus-cephalopods.html

Discussing text type, genre, style, intended audience, purpose of the text.

Identifying the key points in the text. Summarising them in note form (as a list).

Working in groups: presenting summaries to the others in the class. Taking turns.

Describing differences among the summaries. Discussing possible reasons for such differences.

Vocabulary practice: paraphrasing selected items from the text.

(2) Study skills: using dictionaries

Talking about the class participants' experience in using various types of dictionaries (monolingual, bilingual, thesaurus, specialist dictionaries, etc.). What kind of knowledge do students need to have to be able to use a dictionary independently and successfully? What information on a vocabulary item can be found in a good dictionary?

Exercises selected from: Aspects of vocabulary learning, in: M. McCarthy & F. O'Dell, English Vocabulary in Use (Advanced), Cambridge University Press (2002), 8-19.

Session 3

Reading and speaking skills: understanding and using navigational language (signposting).

Signposting

The ability to understand and use signpost language is essential for both teachers and students. Talking about the reasons why that skill is important (e.g. effective delivering / understanding of lectures).

A sample list of signposting language: BBC Learning English, <http://www.bbc.co.uk>

Analysing a lecture transcript, looking for and labelling signpost language. Discussing (in)efficiency of use.

A lecture transcript: E. de Chazal & J. Moore: Oxford EAP, Oxford University Press, (2013), 224-225.

Discussing the class participants' own use of signpost language: raising language awareness of the issue, recalling examples, listing possible areas for improvement.

Homework task: preparing a short presentation (5 min, without using power point, topics related to the class participants' fields of interest), focusing on the effective use of relevant signpost language.

Session 4

Speaking skills: delivering short presentations. Characteristics of effective presentations.

The class participants deliver their short presentations. Afterwards, they discuss what they did well and effectively, and offer suggestions for the points which could be improved.

A sample presentation: www.inc.com/justin-bariso/this-10-minute-ted-talk-by-bill-gates-will-teach-you-everything-you-need-to-know.html

Group discussion of the sample presentation.

Session 5

Presentation skills: using visuals. Characteristics of appropriate and effective visuals.

Discussing types and purpose of visuals which the class participants use for their teaching sessions (e.g. power point slides, posters, various objects, etc.).

Task: going back to the text they read during Session 2 (www.nytimes.com/2018/11/30/science/animal-intelligence-octopus-cephalopods.html), and working in pairs, they discuss the design of just two power point slides which they would use to accompany the oral presentation of that text. Afterwards, they present their slides to the rest of the class. Group discussion: the effectiveness of the presented slides.

Preparing for the final course task: delivering a 15-minute presentation on a topic related to the class participants' field of study. Discussing possible topics.

Session 6

Raising language awareness: understanding vocabulary and word formation processes; prefixation, suffixation, conversion, compounding. Speaking and listening skills: asking and answering questions, giving and following instructions.

(1) Deconstructing words

Selected exercises from: Prefixes: creating new meanings; Suffixes: productive suffixes and word classes; Word-building and word-blending, in: M. McCarthy & F. O'Dell, English Vocabulary in Use (Advanced), Cambridge University Press (2002), 22-27.

(2) Information gap

Working in pairs, the class participants solve information gap tasks. Language skills practised: asking and answering questions, giving and following instructions, asking for clarifications. Using polite and appropriate language.

Selected activities from: P. Watcyn-Jones, Pair Work Activities for Effective Communication, , Penguin Books (1981), 40-43.

Session 7

Raising language awareness: functional language.

Class discussion: what types of functional language do teachers need for their lectures, seminars, practice sessions, tutorials...?

A sample list:

Asking / answering questions

Giving opinion

Evaluating opinion

Agreeing / disagreeing with an opinion

Interrupting and turn-taking

Giving instructions

Asking for / giving information

Exemplifying

Checking

Clarifying

Confirming

Summarising

Asking for suggestions

Making suggestions

Comparing

Asking for help

Offering help

Giving advice

Apologies and excuses

Socialising

....

Projekt InteRiV, „Internacionalizacija studijskih programa Morskog ribarstva i Vojnog pomorstva na Sveučilištu u Splitu“ UP.03.1.1.02.0046

Selected exercises from: Functions, in: M. McCarthy & F. O'Dell, Academic Vocabulary in Use, Cambridge University Press (2008), 84-109.

Session 8

Teaching skills: thinking as a skill.

Class discussion: the importance of critical thinking and problem solving skills for both students and teachers. How can teachers help students develop critical thinking skills?

Selected problem solving tasks from: J. Butterworth & G. Thwaites, Thinking Skills, Cambridge University Press (2005).

Session 9

Closure 1.

Class participants deliver their 15-minute presentations.

Evaluation and discussion of each presentation:

Is the presentation interesting? Are you (the audience) listening? Do you understand what your colleague is talking about?
Is the presentation well-structured and clearly organised? (Introduction, body, conclusion) Are the links between each part clear and logical (signpost language)?
Are visual aids effective, clear and logical? Are they used to help understanding?
Has this presentation been effective? Any suggestions for improvement?

Session 10

Closure 2.

Class participants deliver their 15-minute presentations.

Evaluation and discussion of each presentation.

List of resources used for this course:

J. Butterworth & G. Thwaites, *Thinking Skills*, Cambridge University Press (2005).

E. de Chazal & J. Moore: *Oxford EAP*, Oxford University Press, (2013).

M. McCarthy & F. O'Dell, *English Vocabulary in Use (Advanced)*, Cambridge University Press (2002).

M. McCarthy & F. O'Dell, *Academic Vocabulary in Use*, Cambridge University Press (2008).

P. Watcyn-Jones, *Pair Work Activities for Effective Communication*, Penguin Books (1981).

J. Bariso, *This 10-minute talk by Bill Gates will teach you everything you need to know about presenting*, Inc. (2015). www.inc.com/justin-bariso/this-10-minute-ted-talk-by-bill-gates-will-teach-you-everything-you-need-to-know.html

BBC Learning English, *Presentations: language expert*.
<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>

C. Zimmer, *Yes, the octopus is smart as heck. But why?*, New York Times (2018).
www.nytimes.com/2018/11/30/science/animal-intelligence-octopus-cephalopods.html