

Subject name/code:	Academic English / BNY-DK-492A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Reményi Andrea PhD, associate professor
Credits:	8
Lesson type:	seminar
Brief subject description:	<p>This is a practical language development course for B2 and above level learners of English (according to the Common European Framework of Reference for Languages), offered for doctoral students in linguistics. It has the following aims: 1. to expand their academic vocabulary, 2. to develop their presentation skills, 3. to help them develop your academic writing, including hands-on help with a paper chapter they are working on. Emphasis in the latter will be on text structuring, length and style modification, plus citation and referencing.</p> <p>Two presentations related to the participant's own research (an early one on a related research paper, and one on students' own research, three vocabulary tests, based on the ever-growing 'AcadE-vocab-to-learn.docx' list on the course site), supported with coursebook work at home and vocabulary practice every class, two literature reviews (informally 'litreviews') during the semester and a chapter of a paper on a topic in their research (cca. 2,000 words) supported with help on structuring, cohesion, vocabulary and style.</p> <p>By the end of the course students can expect to have a larger academic vocabulary, better skills in giving presentations as well as having some meta-knowledge on what makes a good presentation, and better skills in academic writing (in terms of style, structuring, vocabulary, length modification and referencing) as well as some meta-knowledge on what makes a good research paper.</p>
Theoretical knowledge to be acquired:	Basic metaknowledge on some genres in academic English
Practical knowledge to be acquired:	Expanded academic vocabulary, practice in giving an academic presentation, practice in written academic prose
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>McCarthy, M. – F. O'Dell (2016). <i>Academic vocabulary in use</i>. Cambridge: Cambridge University Press, 2nd edition.</p> <p>Hinds, J. (1987). "Reader versus writer responsibility." In Connor, U. & R. Kaplan. (eds.), <i>Writing across languages: Analysis of L2-text reading</i>. Reading, MA: Addison-Wesley, pp. 141-152.</p>
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Munro, M. & Derwing, T. (2020). Foreign accent, comprehensibility and intelligibility, redux. <i>Journal of Foreign Language Pronunciation</i>, 6/1.</p> <p>Piniel, K. & Csizér, K. (2013). L2 motivation, anxiety and self-efficacy: The interrelationship of individual variables in the secondary school context. <i>Studies in Second Language Learning and Teaching</i>, vol 3 /4, 523-550.</p>

Theory to practice ratio: 10 % theory – 90 % practice	Number of theoretical contact hours: parts of some contact hours	Number of practical contact hours: most of the contact hours
Applied teaching methods:	<ul style="list-style-type: none"> • peer-evaluation of presentations based on pre-set criteria • instructor's evaluation of presentations based on pre-set criteria • vocabulary practice in pairwork/groupwork • frontal discussions of spoken and written academic texts • instructor's evaluation of short written academic texts based on pre-set criteria • peer evaluation of short written academic texts based on pre-set criteria • tests of new vocabulary with items, both decontextualised and contextualised 	
Method of assessment:	class activity, three vocabulary tests, the second presentation, certain aspects of the second text and the paper chapter	
Assessment criteria:	<ul style="list-style-type: none"> - 80-100% = Excellent (5) - 60–79% = Satisfactory (3) - 0–59% = Unsatisfactory (1) 	
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Knowledge: Understands the most important characteristics of spoken and written academic English</p> <p>Skills: Is able to give an academic presentation on his/her research at a conference in English; able to write an academic research paper in English</p> <p>Attitude: Demonstrates openness to the variability of the English language; can critically evaluate academic arguments; is committed to high standards of academic research.</p> <p>Responsibility and autonomy: Understands and is able to conduct ethical research; capable of conducting collaborative research, presenting findings to peers, and contributing to scholarly discourse.</p>	