



Dear readers,

The current issue of Education in English focuses on doctoral studies. Aristophanes once said: "High thoughts must have high language" and his words are true in both the academic context in general and the context of the world of science. It is well known that whoever wants to be successful in an English speaking academic environment has to comply with the rules of both written and spoken English with particular regard to register. Therefore, the issue depicts a postgraduate teaching opportunity available at CLC and a detailed description of the course is accompanied by PhD students' opinions about the course.

As the knowledge of English, being an integral part of any academic career, is absolutely essential for all PUT employees, we have also included many pieces of information concerning mastering your language skills at the Centre of Languages and Communication. I would like to draw your attention in particular to the opportunity of learning English idiomatic expressions online at www.clc.put.poznan.pl/cj/idioms-everywhere-audycja-w-radio-afera.

Also, if you are a fan of crosswords you can relax by doing a crossword puzzle and revising some basic academic vocabulary.

Enjoy!
Dorota Kudła, teacher of English
Editor

POSTGRADUATE TEACHING OPPORTUNITY

AVAILABLE AT CENTRE OF LANGUAGES AND COMMUNICATION

Let me present the idea of a course in English for academic purposes, provided by the Centre of Languages and Communication at PUT to PhD students from all faculties. The statistics are as follows:

- the course lasts for 1 semester (30 teaching hours)
- the number of research students doing PhDs is usually more than 120 (7 groups) in each academic year

Due to the fact that there are only several hours dedicated to the course and the very different levels of English of the PhD students, we propose a career-oriented English course. The input from the linguistic point of view is based on the lecturer's own experience, supported by the following course books:

- Academic Writing Course
- Cambridge English for Scientists
- Academic Vocabulary in Use

The English teacher is responsible for choosing the relevant course book, depending on the results of the placement test.

One of the major tasks is training students to make individual presentations in English on a wide range of topics related to their doctoral dissertations.

Students can use their general English skills along with the professional terminology related to their field of expertise. After their presentations they may receive feedback not only connected with English but also with the principles of making presentations. The whole group become engaged in the discussions which follow.

Some of the presentations are quite unique, catching the attention of, and inspiring in-depth discourse between the group members. A good example of this would be the performance of a robot assembled by the PhD students themselves.

Apart from the presentation issue, this short course uses practical tasks to develop the language and communication skills required by scientists from all disciplines. By means of written homework, like abstracts or paragraphs, plus DVD/CD or computer supported exercises, they are given the opportunity to develop their linguistic confidence. The

teacher's role is to set various collaborative tasks, to give individual homework and to provide feedback on their work. The course is assessed through assignments, presentations, speeches and individual contribution to discussions.

This, in a nutshell, is what we are doing. I find teaching such intelligent students rewarding and satisfying and they

also seem to enjoy polishing their English. I really think that this course, which is tailored to PhD students' needs, is incredibly useful because it combines methodology with real professional practice.

Teresa Jezierska, MA
Course Coordinator

PhD

students' opinions

/students' original spelling/

During the English course for PUT PhD students we have had a possibility of giving talks in English about our area of study. It has given us not only an opportunity of practicing English language skills but we could also learn some presentation techniques. These together are of a great importance when giving professional presentations, for example on conferences. For sure, we have obtained many useful hints, for instance how to deal with difficult pronunciation. But if you asked me what in my opinion the greatest benefit of the English course is, I would say that I enjoyed the possibility of discussing some grammatical issues the most. I think that the ability to present ideas and results effectively should be mastered by all scientists who desire success. Therefore I regret that this course is only one semester long.

Natalia Szóstak

Presenting your own studies in foreign language is a really big challenge. When it comes to face the audience it's getting difficult to remember about good presentation principles: appropriate language, visual aids, delivery and body language. If you're a good presenter and got audience interest, your presentation will surely end with a discussion. In my personal opinion, it's the most difficult time. You have to be open – minded, convincing and have to think quick as the hard questions may be asked. Luckily, the course in English provided by The Centre of Languages and Communication at PUT gives us, PhD students, a great opportunity to practice our skills and make us feel comfortable during every presentation in the future.

Bartosz Łęgosz

The English course I have had a chance to attend this se-

mester is dedicated to advanced students. Its construction is, in my view, elaborately designed for young scientists in order to help them improve their linguistic skills in a broadly understood way. Each student has an opportunity – by presenting work of his/ her field of interest – to learn and practice, for instance, how to use appropriate language, speak at the right speed, construct a clear presentation structure, how to inform and at the same time to amuse, and many others. To sum up, I find this course very profitable.

Karolina Skalska

I find English course for PhD students the most essential course I took during my PhD studies. English is a contemporary lingua franca and being able to effectively communicate in it is one of the most essential skills a person should obtain. Because our English course is extremely short, consisting of only 30 hours, we concentrate on the most essential skill for future scientists: making scientific presentations. Whole course is dedicated to learning how to present effectively and in an appropriate, interesting way. I think this was right choice of our coordinator, because time spend on doing grammar exercises or writing essays, while not be wasted, would be utilized far less effectively.

Jędrzej Potoniec

I think that the English classes are very interesting and useful. We [PhD students] prepare presentations about our field of studies in such a way that it will be relevant and easy to understand, while still providing the audience with a lot of details about the subject. It also gives us the general idea about others people work and broadens our mind. The ability to present the topic in a clear way is very important and useful skill that we will be able to use during scientific conferences when we present our research results. The classes give us the opportunity to practice public speaking and improve it significantly.

Mateusz Cicheński

I was really surprised by the quality of the English course organised by the Centre of Languages and Communication (CLC) at PUT for PhD students. Before I started to attend the classes, I supposed it is very difficult or even impossible to organise a course that could be useful for students from different faculties. Each of us focuses in his/her research

work on completely different part of human knowledge and therefore e. g. learning vocabulary together was a nonsense. On the other hand, each PhD student needs to read a lot of scientific papers and most of them are written in English, so the most common and useful grammar structures are well known for everyone. CLC lecturers know about all these circumstances and their classes focus mostly on giving presentations. Every student has to prepare own presentation, providing basic information about his/

her PhD thesis. The presentation lasts about 15 minutes and is followed by a short discussion with the audience and teacher's opinion. This feedback is priceless since this way you can get to know about strong and weak points of your presentation style. This knowledge is very important if you want to give good presentations for international audience at conferences in Poland and abroad.

Krzysztof Nowopolski

LEARNING LANGUAGES

AT THE CENTRE OF LANGUAGES AND COMMUNICATION

The Centre of Languages and Communication has been organising language courses for many years. We provide courses for PUT students and academic and administrative staff, as well as for individuals and institutions from outside the University. We teach English, German, French, Spanish, Dutch, Russian and Japanese from levels from A1 to C1.

As a licenced examination centre we also run Bulats exam preparation courses in English, German, French and Spanish as well as LCCI English for business and tourism.

We conduct our courses using the communicative method. We are also open to the latest trends in teaching, such as blended learning. During the exam preparation classes, participants gain not only linguistic competences but learning and test-solving strategies as well.

The Soft Skills Team at CLC offers English and German courses aimed at teaching specific skills combined with learning a foreign language.

Why the Centre of Languages and Communication?

The objective of our courses is developing practical language skills within the range of grammar, correct pronunciation, written communication and listening. We teach communication for the most common everyday and professional life situations. We provide courses at different levels throughout the academic year and also during the summer.

On all of our language courses we strive to break the barrier, which is the fear of speaking, as we believe that it is the only way in which you will be able to acquire as much lan-

guage competence as possible. Depending on your needs, we offer individual or group courses. Also very popular are certification courses as students are becoming increasingly aware of the fact that language certificates are valuable to their prospective employers.

Are you not sure if our course is right for you? Just contact us! We will answer your questions and help you choose the best option for you. If you just want to talk, we'll teach you to talk in whatever language you want!

What do you gain?

Language qualifications necessary for work, language skills useful when travelling and in everyday life confirmed by a certificate of attendance.

Teaching staff

The courses are run by dedicated and enthusiastic staff with many years of experience in teaching. They will assist you in whatever skill you want to develop.

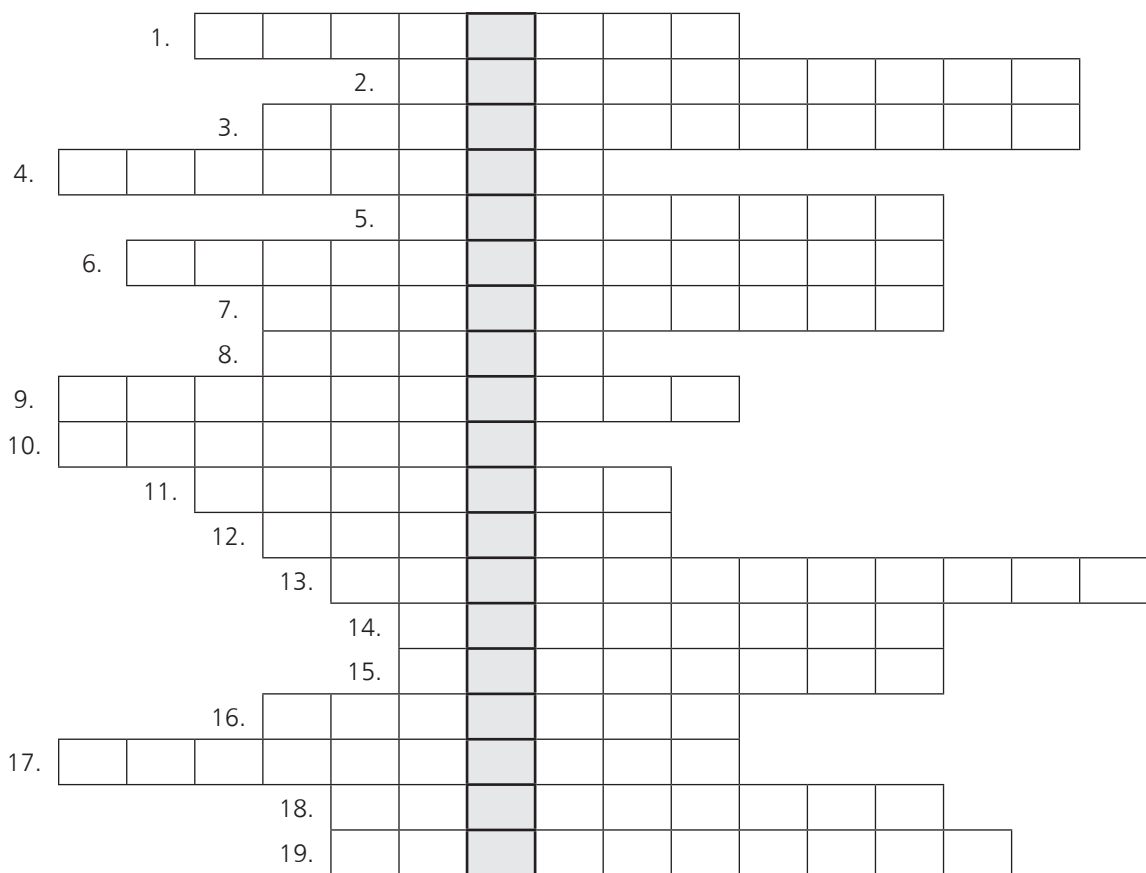
There is no doubt that these days the knowledge of at least one foreign language is a necessity. This skill is particularly important for young people wanting to find a good job or make interesting social contacts, not to mention the academic staff for whom knowing a foreign language is a must in their scientific careers.

So do not hesitate and check our offer at
www.clc.put.poznan.pl

We guarantee a 10% discount for PUT students on any course of your choice!

ACADEMIC VOCABULARY

Fill in the crossword with vocabulary related to studies and education.
Use the hints below to help you. The letters in the bold column will give you the hidden word.



- 1.** A student who completed all the courses and completed university education

2. A method for training for a job available to students

3. The lowest passing grade

4. Courses that can be chosen by a student

5. One of two parts of an academic year

6. Studies that can be taken after receiving a diploma degree

7. Studies granting a first academic degree

8. An exam that has to be taken again

9. A type of class where students can put their theoretical knowledge into practice

10. A part of a university, devoted to a particular area of science

11. A paper marked by a teacher, requiring students to do research and present results
- 12.** What a student receives after they complete a course

13. A piece of plastic confirming an identity of a student

14. A title such as Professor, PhD, MSc, MA is called an ... title

15. The first degree awarded to students, abbreviated as BSc

16. A type of class where students listen to a teacher and take notes

17. A branch of engineering dealing with current-related phenomena

18. Another term for curriculum, ... requirements

19. Area of science devoted to finances and economic relationships

HIDDEN WORD: UNIVERSITY EDUCATION
16. LECTURE, 17. ELECTRIC, 18. PROGRAMME, 19. MANAGEMENT
PROJECT, 12. CREDIT, 13. STUDENT'S CARD, 14. ACADEMIC, 15. BACHELOR,
POSTGRADUATE, 7. FIRST CYCLE, 8. RESIT, 9. LABORATORY, 10. FACULTY, 11.
1. GRADUATE, 2. INTERNSHIP, 3. SATISFACTION, 4. ELECTIVE, 5. SEMESTER, 6.