



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

SPECIALIST ENGLISH LANGUAGE COURSE: COMMUNICATION SKILLS WITH EMI ELEMENTS  
[S5SD1>SKJAEMI]

### Course

Proposed by Discipline

–

Year/Semester

1/2

Level of study

Doctoral School

Course offered in

English

Form of study

full-time

Requirements

elective

### Number of hours

Lecture

0

Laboratory classes

0

Other

0

Tutorials

10

Projects/seminars

0

### Number of credit points

0,00

### Coordinators

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### Lecturers

### Prerequisites

A student who selects and begins this course should have language competences at the B2-C1 level, enabling him/ her to both passively receive the transmitted content and actively participate in practical classes. Student might know basic theories of both interpersonal and intercultural communication and English Medium Instruction concept. Student has the ability to analyze and interpret some behavior and situations in national and international context in multinational classroom. Student understands and is prepared for positive and successful communication in groups and international teams.

### Course objective

1. Provide students with basic knowledge in the field of social communication. 2. Acquainting students with contemporary problems of social communication. 3. Developing communication skills within EMI. 4. Bringing the linguistic competence to teach in English (EMI).

### Course-related learning outcomes

Knowledge

1. Broad knowledge of intercultural and interpersonal communication (styles, kinds etc.). [P8S\_WG/

SzD\_W02]

2. Knowledge of basic ideas in EMI. [P8S\_WG/SzD\_W02]

#### Skills

1. Use of communication skills in EMI classroom. [P8S\_UK/SzD\_U04]
2. Recognizing cultural differences in EMI classroom. [P8S\_UK/SzD\_U04]
3. Recognizing elements of nonverbal communication in EMI classroom. [P8S\_UK/SzD\_U04]
4. Use different negotiation styles in EMI classroom. [P8S\_UK/SzD\_U07]

#### Social competences

1. As a result of the course, the student is able to communicate effectively in EMI classroom. [P8S\_KK/SzD\_K03]
2. The student is able to recognize and understand cultural differences in a professional and private conversation, and in a different cultural environment. [P8S\_KK/SzD\_K03]
3. Student is able to develop his/her knowledge of communication skills (life-long learning) on the basis of practical experience, observation and professional literature. [P8S\_KK/SzD\_K03]

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

The doctoral student actively takes part in tutorials answering teacher's questions, practicing and working on source materials. The doctoral student submits 1 final task according to specific criteria provided by a teacher. The doctoral student critically refers to the achievements within a given scientific discipline.

#### Assessment criteria

Very good - 5.0

Good - 4.0

Satisfactory - 3.0

Unsatisfactory - 2.0

### Programme content

Effective communication skills are essential in various contexts, and incorporating EMI (English as a Medium of Instruction) elements can enhance the effectiveness of these skills, especially in academic and professional settings where English is not the first language. The course provides communication skills and EMI elements which can be integrated.

Students are given some information on theoretical perspectives that help to explain communication interactions between the members of different groups, cultures and subcultures in EMI environment. Theories about communication and barriers to successful interpersonal communication are presented. Special attention is paid to the topic "Body language" (non-verbal communication in formal context). Principles and techniques that can be used in EMI classroom to improve interpersonal communication and overcome associated problems are shown. Finally, students are acquainted with current professional literature.

### Course topics

1. Information on theoretical perspectives that help to explain communication interactions between the members of different groups, cultures and subcultures in EMI environment.
2. Theories about communication and barriers to successful interpersonal communication.
3. Body language (non-verbal communication in formal context).
4. Principles and techniques that can be used in EMI classroom to improve interpersonal communication and overcome associated problems are shown.
5. Current professional literature.

### Teaching methods

1. multimedia presentation illustrated with examples
2. talk
3. coursebook

### Bibliography

#### Basic

1. Szczuka-Dorna, L. and Vendome, E., Introduction to Interpersonal Communication, PUT, 2017.
2. De Vito, Joseph A., The Essentials of Human Communication, Pearson, 2013.
3. Utley, D., Intercultural Resource Pack (Intercultural communication resources for language teachers), Cambridge University Press, 2004.
4. Hofstede, G. and Hofstede, G.J., Cultures and Organizations Software of the Mind, The McGraw Hill Companies, 2005.
5. Gesteland R. R., Cross-Cultural Business Behaviour, Copenhagen Business School Press, 2001.

#### Additional

1. Spencer-Oatey H. and Franklin P., Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication, Palgrave Macmillan, 2009.
2. you tube movies.

#### Breakdown of average student's workload

	Hours	ECTS
Total workload	20	0,00
Classes requiring direct contact with the teacher	10	0,00
Doctoral student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests/exam, project preparation)	10	0,00