

## アカデミック英語（プレゼンテーション）/ Academic English (Presentation)

### Key words (主題キーワード)

academic presentation skills, academic listening and speaking, listening to and discussing academic topics, listening and speaking strategies (e.g., discussion skills), speaking accuracy, intercultural competence

### Course description (授業の概要)

Classes are organized around academic topics and tasks to further improve speaking and listening skills. Students will learn about and develop academic presentation skills. Students will practice listening to different academic materials and engage in various follow-up activities, such as group discussions. Through these activities, students will develop not only their speaking and listening skills, but also the ability to think critically and logically. By the end of the course, students will deliver an academic presentation of at least four minutes in length.

### Learning objectives (学習目的)

By taking this course students will:

1. improve their ability to organize an academic presentation clearly and effectively
2. improve their ability to deliver a presentation including verbal and nonverbal communication
3. improve their ability to prepare academic presentations ethically (e.g., not misusing AI or machine translation)
4. increase their ability to comprehend the main ideas and key points in academic listening
5. improve their ability to be an active listener during presentations and discussions
6. further develop their fluency and accuracy in oral communication
7. further develop their ability to offer their opinion and support it in discussions
8. develop their intercultural competence

### Learning outcomes (到達目標)

By the end of Term 2 (or 4), students should be able to deliver an effective academic presentation of at least four minutes without over-relying on a script or misusing AI.

### Course schedule (授業計画)

Below is a tentative weekly plan which the teacher may change.

The teacher will inform students about any changes in the first lesson of each term.

Week 1: Course introduction

Weeks 2-7: Lessons will include listening to academic materials, taking part in discussions, and developing academic presentation skills. The students will listen to academic materials and discuss the content in pairs or groups. Topics will be academic in nature, but may vary based on the materials (e.g., textbook, teacher-created materials) and/or student selection.

Week 8: Mid-term assessment with feedback (optional)

Weeks 9-15: Lessons will include listening to academic materials, taking part in discussions, and developing academic presentation skills. The students will listen to academic materials and discuss the content in pairs or groups. Topics will be academic in nature, but may vary based on the materials (e.g., textbook, teacher-created materials) and/or student selection.

Week 16: Final academic presentation

**Learning activities outside of classroom (授業時間外の学習(予習・復習)方法(成績評価への反映についても含む))**

The teacher will give instructions on how students can prepare for and review lessons.

**Textbook(s) (教科書)**

Specific textbooks have been designated to prevent overlap with first-year course materials. Please use either these designated textbooks or your own original teaching materials. See the designated textbooks [here](#).

**Reference material**

None

**Grading (成績評価)**

Your teacher will explain in the first lesson how they will grade students. Here is an example, although your teacher's system may be slightly different:

Final academic presentation (30%)\*

Mid-term speaking and/or listening assessments (e.g., discussion or debate about academic topics, other presentation, summarizing academic talks, listening quizzes) (30%)

Independent learning (out-of-class learning and class preparation) (30%)

Active participation in class (10%)\*\*

\* Academic presentations will be graded using the common Okadai rubric.

\*\* You get full participation points by attending all classes, coming on time, completing in class assignments, and speaking up in class. You may lose points by being absent, coming late, off-task behavior (e.g. sleeping, texting on your phone), or non-participation in discussions.

**Other comments (備考/履修上の注意)**

Students who have more than one third unexcused absences are not eligible to pass the course.

拠無い事情でない限り、3分の1以上欠席した場合は当該授業の単位修得要件を満たしていないと判断します。

At Okayama University, we are encouraging students to use KIBITANGO to improve their academic English vocabulary. The learning achievements of KIBITANGO may be reflected in the final grade of the English course. Please check with your teacher for details about grading. 岡山大学では学術英語の語彙力向上のために、「きびたんご」の活用を推奨しています。学習状況等の成果は、担当教員の判断で成績に反映されることがあります。詳細は担当教員の指示に従ってください。

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## OVERVIEW

Second-year speaking and listening classes should give students opportunities to:

- continue developing their fluency and
- build their academic literacy skills

Increased fluency and academic skills are building blocks to:

- participate actively in conversations and discussions about academic topics and
- deliver academic presentations (a course requirement)

The course should introduce both speaking and listening strategies that students can use to communicate more effectively and appropriately, with a particular focus on offering opinions and supporting them logically.

Specific textbooks have been designated to prevent overlap with first-year course materials. Please use either these designated textbooks or your own original teaching materials. See the designated textbooks [here](#).

## FINAL PROJECT REQUIREMENT

By the end of the course, students are required to make an academic presentation which would be suitable for the respective proficiency level. The length of the presentation can vary from at least four minutes for lower proficiency learners to up to 10 minutes for higher proficiency learners. The course will culminate with each student giving a presentation on an academic topic (without misusing AI and/or machine translation).

## TEACHING APPROACH

Classes are organized around topics, skills, functions, and tasks to improve students' oral skills for conversations and discussions. Listening to formal presentations helps students become active, informed listeners in lectures and discussions. Classes could include skills training, language practice, and communicative activities, such as:

- communication tasks (e.g., discussions on various domestic and international social issues)
- video clips (authentic or modified, depending on the class level)
- projects (e.g. sharing results from small-scale surveys or web searches)
- note taking (e.g., on academic lectures or presentations)
- poster presentations or mini presentations (building up to the final required academic presentation)
- evaluating English websites for research

## DIFFERENT LEVELS

Classes at all levels should utilize challenging, authentic content to practice discussion skills and critical thinking. Students will be exposed to different kinds of academic listening texts such as:

- mini-lectures
- news video clips
- presentations

Higher level classes could focus on watching or listening to formal presentations / academic lectures, such as TED Talks, to improve their listening skills. Lower-level classes may require more language practice and scaffolding exercises to supplement the authentic content in order to support communicative activities. These could include:

- model dialogues
- vocabulary pre-viewing exercises
- brainstorming activities about the respective topic

By the end of the course, students are required to make an academic presentation suitable for each level of the class. This should range from at least four minutes for lower proficiency learners to up to 10 minutes for higher proficiency learners.

## TRANSITION FROM YEAR ONE TO YEAR TWO

Please carefully check the respective course objectives for a clear understanding of the differences between first and second-year courses.

The main differences between first- and second-year lessons are

- the choice of listening-speaking topics and genres
- end-of-course assessment (second-year students must deliver an academic presentation)

In the **first-year**, students will listen to texts covering **conversational topics**. Students will also develop their English fluency and personal expression and are expected to actively engage in conversations and discussions.

In the **second year**, especially for higher levels, students will listen to and discuss **topics related to their majors and/or academic genres** such as lectures and presentations. This can be done in a variety of ways depending on factors such as student proficiency level and major.

## GRADING

Grading should reflect course objectives. Below are second-year objectives.

By taking this course students will:

1. improve their ability to organize an academic presentation clearly and effectively
2. improve their ability to deliver a presentation including verbal and nonverbal communication
3. improve their ability to prepare academic presentations ethically (e.g., not misusing AI or machine translation)
4. increase their ability to comprehend the main ideas and key points in academic listening
5. improve their ability to be an active listener during presentations and discussions
6. further develop their fluency and accuracy in oral communication
7. further develop their ability to offer their opinion and support it in discussions
8. develop their intercultural competence

It is important to combine several different ways of grading to reflect students' use of different skills, strategies, and abilities. The course should also include a component of independent learning (to be included in the final grade).

\* By the end of the course, students are required to make an academic presentation of a certain length which would be suitable for each level of the class. This could range from at least four minutes for lower proficiency learners to up to 10 minutes for higher proficiency learners.

**\*\*Participation can also be evaluated. For example, students can gain points by actively participating and speaking up in class. They could lose points by being absent, coming late, showing off-task behavior or non-participation in discussions.**

**\*\*\* Students who have more than one third unexcused absences are not eligible to pass the course.**

**Advice for out-of-class learning (websites and other resources)**

Under consideration