**English Course 2**

* **Learning Objectives**

**By the end of this course, learners should be able to:**

1. Present their research data in English using PowerPoint;
2. Write a technical and/or a lay abstract (structured or unstructured) in English;
3. Read quickly and effectively a Research article in English;
4. Paraphrase a text from a research article in English to avoid plagiarism;
5. Reference properly research articles in the text and in the reference list;
6. Present confidently a published research article in English.
* **Teaching and Learning Activities**

**Class 1**: English Course 1 Review

**Class 2**: Introduction to Oral Presentation in English

**Class 3:** The IMRaD Structure of an Original Research Article: Format and Content

**Class 4:** Abstracts (Technical, Lay, Graphical, Structured and Unstructured)

**Class 5:** SQ3R Method of Reading an Original Research Article

**Class 6:** Interpreting Tables and Figures in a Research Article

**Class 7:** Introduction to Paraphrasing to Avoid Plagiarism

**Class 8:** Vancouver Referencing Style + Others (Numerical versus Alphabetical order)

**Class 9:** Summarizing an Original Research Article

**Class 10:** Reading Comprehension “Instructions for Authors”

**Class 11:** Initiation to a Journal Club

**Class 12:** Practicing Presentation of Published Research Articles

**Instructions for facilitators**

English Course 1 is meant for non-native English speakers. For native English speakers, you can skip it. Nevertheless, the instructors can still check to make sure trainees can achieve a good use of different types of sentences in English.

Introduce trainees to the basics of oral presentation in English. You can use PowerPoint as an interactive lecture, or you can have small group conduct the google search on the topic and discuss in the plenary.

Present the overview of the IMRaD structure of the original research paper from the title to the references. Your objective is to show the different parts of the article and draw the attention on the link between them (title and key words, abstract and the rest of the article, methods and results, introduction and discussion, recommendation, and conclusion, etc…). Writing introduction will come in workshop 1, writing Methods to Discussion in workshop 2 and peer review in workshop 3. Do not anticipate it here in English course 2.

Present a quick and efficient reading method for research articles. Here, you have SQ3R method as an example. When trainees know how to read. Reading will drive writing later. It is also good to create in them a culture of a regular reading of research articles. At this point, reading and synthesizing the information is what you look for. Critical reading of a research article is at another level in workshop 3. Do not mix it up here.

Show trainees how to describe and interpret tables and figures. You can use the slides provided or innovate your own knowledge sharing approach. Trainees will grow in confidence when they learn they can understand a table or a figure without reading the text. They will also learn to reflect on their own tables and figures ahead. This will prepare them for workshop 2.

Teach them how to paraphrase a text. This is where making sure they understand the use of sentences in English comes in. make sure they master this session before you move on. It is important to avoid plagiarism in the introduction and discussion sections of their own manuscripts. This session goes along well with the introduction to proper referencing. Start out with Vancouver referencing style, explain the difference between numerical and alphabetical referencing style. Focus on research article, thesis or dissertation, books and website. Show them how to make the reference manually from the pdf version of a research paper (list of authors. Title of the article. Journal, year of publication; volume# (issue#); page numbers). They will learn how to use references management tools in workshop 2. They should know the sequence of the information for a proper referencing. They will be able to verify in case there is an error after the use of Endnote, Zotero, word and Mendeley.

After teaching paraphrasing and description & interpretation of a research article, show them how to paraphrase a technical abstract and complete with the information for tables and figures to produce a 1-page summary of a research paper. This will serve them for their manuscript (plus dissertation or thesis) writing later.

Anticipate showing them an example of “Instructions for authors” so that they can learn how to look for important information for formatting specific sections of their manuscripts.

Conduct an example of journal club with them and plan (dates, responsibles, and places) the subsequent journal club in a hybrid format before workshop 2. This will allow them to consolidate their learning from English course 2. Advice that the chosen paper be recent and relevant to the work to manuscript in preparation of the responsible at each meeting for the journal club.