

JULIA KLANN LANGUAGE STUDIO

English in Academia Masterclass

So bringst Du Deine Forschung auf Englisch klar auf den Punkt

- Pitch, Präzision, und Praxis (Handout)

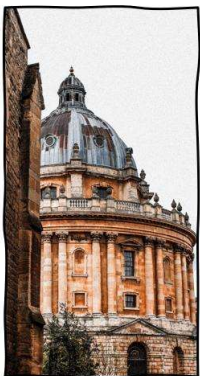
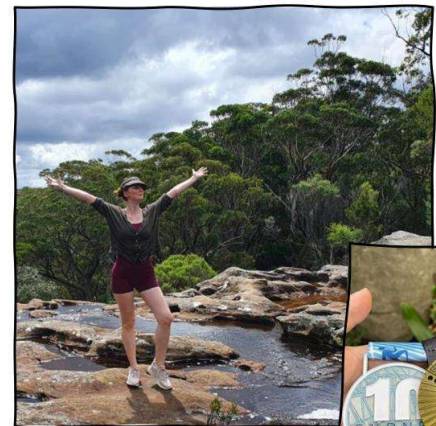
Montag, 23. März, 19-20.30 Uhr



Hi! I am Julia and I run a lovely language studio in Sydney, Australia.



I work with people in academia + knowledge work to help them feel **more confident** in English, find the right words faster, and actually **enjoy speaking and networking** in English. I focus on **small groups**, long-term learning routines, and **authentic material** straight from the **daily academic routine**.



I have lived, worked, and studied in Germany, the UK, the USA, and Australia and hold a Master's degree from Oxford and Harvard University each.

Things I love: curious + kind people, good books, baking, going on long hikes, dinner parties, and singing in the choir at the Sydney Opera House.



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3-Sentence Elevator Pitch

“So, what do you do?”

Preparing a 3-sentence pitch for your work

1. **I am a** language trainer and coach **at** my own language studio.

Job Title + Company

2. **I help academics**, researchers, and educators **feel more confident in English** and and network and collaborate in English without feeling nervous or lost for words.

Main Task

I love when my clients tell me that they just recorded a 5-min voice message in English without any preparation, or felt confident to say Yes to a presentation in London – **that's what makes me happy!**

Details:

- Why are you **passionate** about this field, topic?
- What do you **enjoy most**?
- What is your **goal**?
- What do you want to **find out**? (research)
- Which **values** does your job represent?

“So, what do you do?”

Preparing a 3-sentence pitch for your work

Job Title + Company	Main Task/Focus	Details: Clear position, research gap, goal
• I'm a PhD researcher in [field] at [institution]. • I'm a doctoral researcher working on [topic] at [institution]. • I'm a postdoctoral researcher in [field] at [institution]. • I'm a research fellow in [area] at [institution]. • I'm a lecturer in [subject] at [institution]. • I'm a research coordinator at [institution / project name]. • I work as a project manager on [project/topic] at [institution]. • I'm part of a research project on [topic] at [institution].	• I study [topic], with a focus on how / why [specific phenomenon]. • My research looks at [topic], particularly [specific angle / gap]. • I investigate how [X] affects [Y], especially in the context of [field / setting]. • I explore [topic] and analyse its implications for [broader issue / application]. • I analyse [data / texts / systems] to better understand [phenomenon]. • I work with [method: qualitative interviews / experiments / archival data / etc.] to examine [topic]. • I combine [methods] to explore how [X] shapes [Y]. • I work on [topic] and look at how it can inform [policy / practice / real-world application]. • My research focuses on [topic], with the aim of improving [real-world issue]. • I collaborate with [organisations / stakeholders] to translate research into [impact].	• The aim of my research is to [clear objective]. • My goal is to better understand [X] and its implications for [Y]. • I argue that [key claim], which is why my work focuses on [implication]. • My work is based on the idea that [core assumption / argument]. • One thing I focus on is [underexplored aspect], which is often overlooked in [field]. • What's often missing in this field is [gap]—that's where my research comes in. • I'm particularly interested in [gap / tension / contradiction] within [topic]. • This is important because [real-world relevance / consequence]. • The broader goal is to better understand [issue] and improve [application / outcome]. • I'm especially interested in how [X connects to Y]. • One question that drives my work is [core research question]. • There's a common assumption that [X], but I look at [alternative perspective].

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Quick Fix for Finding Words Faster: Kill the Zombies

What's a "Zombie Noun"?



- Coined by Helen Sword 🎓, American-New Zealand academic, specialising in literature & academic writing, emeritus professor at the University of Auckland.
- "Zombie nouns" = nominalisations that **suck the life out of your sentences**
- Common in German → often transferred into English
- **BUT:** long German nouns make it difficult to find the *exact* English word AND slow down your speaking

→ Important change:

English prefers **strong action verbs that drive your sentences**, not abstract, bulky nouns.

Kill the zombies! 🧟 Can you bring the sentences back to life?

✗ The **implementation** of the new policy led to an **improvement** in outcomes.

✓ **Implementing** the new policy **improved** outcomes.

✗ We conducted an **analysis** of the data.

✓ We **analysed** the data.

✗ The **evaluation** of the programme resulted in the **identification** of several weaknesses.

✓ The evaluation (of the programme) **identified** several weaknesses.

OR: **Evaluating** the programme **identified** several weaknesses.

✗ There is a **need** for further **investigation** of this issue.

✓ This issue **needs** further investigation.

OR: We **need** to **investigate** this issue further.

✗ The **effect** of the **introduction** of the new policy on student performance...

✓ **How** the new policy **affected** student performance...

✗ This paper gives an **overview** of recent developments.

✓ This paper **outlines** recent developments

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Breakout Session Practice:

How would you say this in English?

Without **Zombie nouns** and instead with a **focus on verbs**?

1. **Express these ideas in English** with your partner/group. If you think of several ideas, write them all down.

2. **Note down your ideas** to share with the group later.



1. Die Auswirkungen der Kürzung von Fördermitteln auf die Bildungsqualität
2. Die Untersuchung der Ursachen für steigenden Stress bei Studierenden
3. Die Rolle digitaler Tools bei der Verbesserung der Lehre

Breakout Session Practice: Suggested Solutions

1 Die Auswirkungen der Kürzung von Fördermitteln auf die Bildungsqualität

- How funding cuts **affect** education quality
- What **happens** to education quality when funding is cut
- How **cutting** funding **impacts** education quality
- How education quality **changes** when funding is cut

2 Die Untersuchung der Ursachen für steigenden Stress bei Studierenden

- What **causes** increasing student stress
- Why student stress is increasing
- What's **driving** the rise in student stress
- What **leads** to higher stress levels among students

3 Die Rolle digitaler Tools bei der Verbesserung der Lehre

- How digital tools **improve** teaching
- What digital tools **do** for teaching
- How digital tools **support** teaching
- How teaching **changes** when we **use** digital tools

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Building a Productive Language Learning Routine

Most important:

- **Active use > Passive exposure** (How can you speak, write, think, use English yourself?)
- **Choose activities + topics that you enjoy** (Which topics do you like? What do you do anyway?)

Passive
language
skills

1. **Reading (Input → Vocabulary & Structure)**
 - Focus on a mix of **professional + general language** input
 - Find articles, books, topics, genres that you **actively enjoy**
 - Build a personal **phrase bank** (2-3 words or phrases / reading session)
2. **Listening (Input → Natural Language & Flow)**
 - Focus on how ideas are explained and **signposting phrases** (*"Now, let's turn to..."*, *"Anywho, enough about..."*, *"Norah, what are your 2 cents on..?"*)
 - Listen to **talks, lectures, podcasts, radio shows, TEDtalks** that interest you
 - Listen to the same content 2–3 times, ideally with a **transcript**

Active
language
skills

3. **Speaking (Output → Fluency & Confidence)**
 - Explain your research out loud: **Use voice recordings**, summarise reading/listening for yourself, a trainer/coach, or a friend/colleague
 - You can write down a few key concepts or keywords before speaking
 - Join a **conversation course**, English **networking** meeting, **mock conference**
4. **Writing (Output → Clarity & Precision)**
 - Focus on clear sentences, strong verbs, one idea per sentence
 - Vary your linking words and sentence structures
 - **Rewrite 1-2 paragraphs from your previous work** (*paper abstracts, published article, emails*)
 - **Write down** phrases, sentence structure from an **English-speaking author** you like and want to emulate

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Weekly Date with English (20–30 min total):

- Read (10 min)
- Listen (10 min)
- Speak (5 min)
- Write (5 min)

How could your 20 min “date with English” look like?

Brainstorm some ideas and share with the group.



Special Offer 🎁

Als TeilnehmerIn der Masterclass bekommst Du **10 % auf alle Angebote meines Sprachstudios für 3 Monate** (bis 23. Juni 2026)

Code: masterclass10 (einfach im Checkout online angeben, oder in Deiner E-Mail erwähnen)

⬇ Wenn Du dranbleiben möchtest ⬇

Falls Du Dein Englisch gezielt weiterentwickeln willst, biete ich mehrere Möglichkeiten an:

- **1:1 oder 1:2 English Training** – individuell, flexibel, genau auf Dich + Deine Ziele zugeschnitten (entweder alleine oder mit KollegIn / FreundIn)
Link zum 1:1 Sprachtraining: [For individuals — Julia Klann Language Studio](#)
- **Book Club (12 Wochen)** – Wir lesen + besprechen in kleiner Gruppe ein englisches Buch: Books, Community, und ganz nebenbei Dein Englisch aufpolieren. 6 Sessions alle 2 Wochen.
Link zum Book Club: <https://chatandconnect.my.canva.site/winter-book-club-2025>

Book Club Warteliste: <https://wnzu24bcos5.typeform.com/to/uoluddeh>
(nächster Start wahrsch. im Mai 2026 oder früher)
- **Monthly Chat + Connect Membership** – regelmäßige Sprechpraxis + Austausch mit anderen AkademikerInnen in kleiner Gruppe. 2 Sessions / Monat: „Professional English in Academia“ und „Community + Conversation“.
Link zur Membership: <https://chatandconnect.my.canva.site/membership>
(nächste Möglichkeit dabei zu sein: April 2026, Gruppen am Montag- oder Mittwochmorgen)

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- **English Practice Conference (Online):** You want to practice talking about your research? Answering audience questions? Learning about other people's research? Put your name on the waiting list! You can present or just listen + ask questions.
 - ✓ **Short presentations** = ca. 5-10 mins
 - ✓ **Short Q+A sessions** after each presentation
 - ✓ **Realistic English practice** + authentic feedback
 - ✓ **Helpful English language support**, phrases + tips

Link zur Warteliste: <https://wnzu24bcos5.typeform.com/to/Ogsy8aIE>

Kostenlose Angebote:

- **kostenloser monatlicher „Chat + Connect Club“** (English Conversation + Networking for Academics plus 1 short English language input, 1 Stunde/Monat)
Link zur kostenlosen Anmeldung: <https://wnzu24bcos5.typeform.com/to/sl29cU2q>



Next Dates Chat + Connect Club (Q2 2026):

Thu, April 9, 9-10am // Fri, April 10, 8-9am

Thu, May 7, 9-10am // Fri, May 8, 8-9am

Thu, June 4, 9-10am // Fri, June 5, 8-9am

(Same session on both dates)

- mein **Newsletter** „News from the Studio“ mit Tipps, Ressourcen und Impulsen für English in Academia und Einblicken in meine Arbeit + mein Leben in Sydney, Australien
Link zum Newsletter: www.subscribepage.io/1I9BVr



  **Kontakt + Fragen:** Wenn Du Fragen hast oder unsicher bist, was gerade am besten zu Dir passt – melde Dich jederzeit gern und wir vereinbaren ein ganz unverbindliches Kennenlerngespräch.

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