Developing speaking skills in a foreign language (L2) among higher proficiency level students is demanding in classroom settings. This problem is particularly challenging in the context of teaching L2 to English Philology students who, pursuing English-medium instruction in a non-target-language country (such as Poland), are both L2 learners and L2 users and who communicate in speech with their professors and peers using various spoken genres. In view of that, there is an urgent need to reconsider instruction in this learner group in order to support their learning. New technologies and open educational resources have the potential to help solve this problem, i.e. course instructors can integrate them in course design to enhance the didactic process. Yet, in order to make claims about their usefulness and effectiveness, newly designed courses, tasks, activities, processes, etc., need to be, on the one hand, informed by L2 acquisition theory and empirically verified, on the other hand. Accordingly, during my talk, I will overview a research study that I conducted to develop, implement and evaluate a theoretically-driven genre-based academic course, rich in digital content and media, aiming to enhance L2 speaking skills among English Philology students at a Polish university. Insights from this study can help understand L2 (academic) teachers the type of coursework provision that is conducive to the development of L2 speaking skills in higher education contexts.

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