

ENG 019

Intensive English Program for Health Sciences

Institution: King Khalid University
College/Department: Faculty of Languages and Translation/English Language Centre

A Course Identification and General Information

1. Course title and code: Intensive English Program for Health Sciences, Eng-019
2. Credit hours: 6
3. Program(s) in which the course is offered: Medical Sciences
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered: Level 1
6. Pre-requisites for this course (if any): None
7. Co-requisites for this course (if any): None
8. Location if not on main campus: Mahala

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course. [Beginners + Pre Intermediate]</p> <ul style="list-style-type: none">• To introduce students to the basic terminology of medicine.• To prepare students to communicate in real life situations.• To enhance their aural comprehension and oral expression.• To use the forms and constructions of basic grammatical structures.• To enhance students proficiency level in English.• To enable students to write different forms of composition, such as letters, recommendations, paragraphs, emails etc.• To enhance students level of reading comprehension.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented.</p> <p>A Brief Plan for developing and improving the Course: For better Communicative English competence (CEC) students should be given chance to speak a lot whether in the class oriented activities or in some sort of general participation, such as; quizzes, debates, recitation, involvement in publishing articles, making wall magazines and so on.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1. Topics to be covered		
Listening and Speaking	No. of Weeks	Contact hours
Introduction	1	5
Book1 Unit 1 Listening skill focus: Reflecting on listening, Speaking skill focus: Asking for help with vocabulary Unit 2 Listening skill focus: Activating background knowledge 1, Speaking skill focus: Reflecting on speaking	1	5
Unit 3 Listening skill focus: Activating background knowledge 2 Speaking skill focus: Asking for clarification vocabulary Unit 4 Listening skill focus: Predicting Speaking skill focus: Taking time to think	1	5
Unit 5 Listening skill focus: Listening for main ideas Speaking skill focus: Clarifying Unit 6 Listening skill focus: Working out unknown vocabulary Speaking skill focus: Asking for further information	1	5
Unit 7 Listening skill focus: Identifying speculative language	1	5

<p>Speaking skill focus: Using expressions to show interest</p> <p>Unit 8</p> <p>Listening skill focus: Listening for specific information</p> <p>Speaking skill focus: Elaborating</p>		
<p>Unit 9</p> <p>Listening skill focus: Identifying sequencers</p> <p>Speaking skill focus: Saying percentages and fractions</p> <p>Unit 10</p> <p>Listening skill focus: Summarizing</p> <p>Speaking skill focus: Giving presentations</p>	1	5
<p>Unit 11</p> <p>Listening skill focus: Listening for examples</p> <p>Speaking skill focus: Giving opinions and responding to opinions</p> <p>Unit 12</p> <p>Listening skill focus: Identifying important points</p> <p>Speaking skill focus: Rephrasing to check understanding</p>	1	5
<p>Book2</p> <p>Unit 1</p> <p>Listening skill focus: Activating background knowledge</p> <p>Speaking skill focus: Rephrasing on speaking</p> <p>Unit 2</p> <p>Listening skill focus: Reflecting on listening</p> <p>Speaking skill focus: Elaborating to keep a conversation going</p>	1	5
<p>Unit 3</p> <p>Listening skill focus: Predicting</p> <p>Speaking skill focus: Hesitating and taking time to think</p> <p>Unit 4</p> <p>Listening skill focus: Listening for main points</p> <p>Speaking skill focus: Using imprecision</p>	1	5
<p>Unit 5</p> <p>Listening skill focus: Working out unknown vocabulary</p> <p>Speaking skill focus: Asking for further information</p>	1	5

Unit 6 Listening skill focus: Identifying organizing phrases Speaking skill focus: Expressing opinions		
Unit 7 Listening skill focus: Intensive listening for numbers Speaking skill focus: Preparing for presentations Unit 8 Listening skill focus: Identifying the purpose of a story or example Speaking skill focus: Explaining a process	1	5
Unit 9 Listening skill focus: Summarizing Speaking skill focus: Checking for understanding Unit 10 Listening skill focus: Identifying opinions and supporting arguments Speaking skill focus: Using repetition for emphasis	1	5
Unit 11 Listening skill focus: Identifying key words to understand details Speaking skill focus: Managing conversation Unit 12 Listening skill focus: Using phrase to work out meaning Speaking skill focus: Meaning a group discussion	1	5
Revision	2	10
2. Course components (Total contact hours per semester) : 75		

Grammar, Reading and Writing	No. of weeks	Contact Hours
Book 1: Introduction	1	5
Book 1: Unit 1: Grammar: 1-The Verb Be with I, you, and we in statements, yes-no questions, and short answers. 2- Questions with what's...? and answers with it's... Reading: Reading different types of identification cards and documents Writing: Complete an application	1	10

<p>Book 1: Unit 2: Grammar: 1-The Verb be with he, she, and they in statements, yes-no questions, and short answers. 2-Articles a .an. the 3-This and these Reading: Identifying names of classroom objects Writing: Write questions about locations</p>		
<p>Book 1: Unit 3: Grammar: 1-Possessives adjectives 2-The Verb be in statements, yes-no questions, and short answers. (Summary) 3- Information questions with be Reading: Reading a family tree Writing: Write questions about people.</p> <p>Book 1: Unit 4: Grammar: Simple Present statements, yes-no questions, and short answers Reading: Scanning for specific information Writing: 1-Write an email message about a classmate 2- Use capital letters and Periods</p>	1	10
<p>Book 1: Unit 5: Grammar:1- Simple Present Information questions 2- Frequency adverbs Reading: Answering comprehension questions Writing: 1- Write a message to a website about yourself. 2- Link Ideas with and but</p> <p>Book 1: Unit 6: Grammar:1- There's and there are 2- Quantifiers 3- Adjectives before nouns. 4- Telling time 5-Suggestions with let's Reading: Understanding classification Writing: 1- Write an ad for a bulletin board 2- Use prepositions for time and place: between, through, ad, on for, and from ___to___</p>	1	10
<p>Book-1: Unit 7: Grammar: 1-Present Continuous statements, yes-no questions, and short answers information questions 2- Imperatives Reading: Organizing different ideas Writing: 1- Write a short article giving advice about exercise 2- Use imperatives to give advice</p>	1	10

<p>Book-1: Unit 8: Grammar: 1-Like to, want to, need to, and have to 2- Questions with how much...? 3- This, these; that, those Reading: Looking for specific words and information Writing:1-Write a recommendation for a shopper's guide 2-Link ideas with because to give reasons.</p>		
<p>Book-1: Unit 9: Grammar: Can and can't Reading: KWL strategy (know-want to know-learned) Writing:1-Write a paragraph for a web page for tourists 2- Use commas in lists. Book-1: Unit 10: Grammar: Simple Past statements, yes-no questions, and short answers Reading: Reading journal entries with comprehension Writing: 1-Write a personal journal. 2-Order events with before, after, when, and then</p>	1	10
<p>Book-1: Unit 11: Grammar: 1-Simple Past of be in statements, yes-no questions, and short answers 2- Simple Past Information questions Reading: learning to reading letters from magazines Writing: 1- Complete a funny story 2- Use punctuation to show direct quotations or speech Book-1: Unit 12: Grammar: 1- Countable and uncountable nouns 2- How much....? And how many...? 3- Would you like (To)...? And I would like (To)...? 4-Some and any 5- A lot of, much , and many Reading: Reading guides (e.g. restaurant guide) Writing: 1-Write a restaurant review 2- Use adjectives to describe restaurants</p>	1	10
<p>Book-2: Unit 1: Grammar: 1-Review of simple present and present of be in questions and statements 2- Responses with two and either Reading: Assessment of the reading passage (opinions) Writing:1-Write an article giving advice how to</p>	1	10

<p>improve something 2-Review of Punctuation Book-2: Unit 2: Grammar: 1-Verb Forms after can\can't, love, like etc and prepositions 2-Object Pronouns 3-Everybody, everyone, nobody, no one Reading: Matching and identification of information in the reading passage Writing: 1-Write an email message to one of the hobby groups on the webpage 2- Link ideas with and, also, specially, or, but, and because</p>		
<p>Book-2: Unit 3: Grammar: 1-Simple Present and present continuous 2-Joining clauses with if and when Reading: KWL strategy (know-want to know-learned) Writing: 1-Write a question asking advice about a health problem, and write replies to your classmate's questions, 2- Commas after if and when clauses Book-2: Unit 4: Grammar: 1- Future with going to 2- Indirect objects 3-Indirect object Pronouns 4- Present Continuous for the future Reading: Scanning the reading passage for specific information Writing: 1-Write an invitation to a special event, and ad a personal note 2- Formal and informal ways to begin and end a note or letter</p>	1	10
<p>Book-2: Unit 5: Grammar; 1- Review of Simple past in questions and statements Reading: Skimming for general ideas and adding new ideas to them Writing: 1- Write interview questions to ask a classmate about when he\she was younger, and replay to a classmate's question 2- Link ideas with except (for) and apart from Book-2: Unit 6: Grammar: 1- Is there? And are there? 2- Pronouns one and sum 3- Offers and requests with can and could Reading: Reading and understanding directions</p>	1	10

<p>Pages from a walking-tour guide</p> <p>Writing: 1- Write a guide for a walking toward of your city or town</p> <p>2- Expressions for giving directions</p>		
<p>Book-2: Unit 7:</p> <p>Grammar: 1- Infinitives for reasons</p> <p>2- It's plus adjective plus to.</p> <p>3- Ways to give advice and make suggestions</p> <p>Reading: Reading for comprehension</p> <p>Writing: 1- Write a postcard about staying at one of the hotels in the lesson</p> <p>2- Format an expressions for writing a post card</p> <p>Book-2: Unit 8:</p> <p>Grammar: 1- Who's...? and possessive pronouns</p> <p>2- Order of adjectives</p> <p>3- Pronouns one and once</p> <p>4- Location expressions after pronouns and nouns</p> <p>Reading: KWL strategy (know-want to know-learned)</p> <p>Writing: 1-Write a short article about the evening routines of the people in your group</p> <p>2-Order events using sequencing words</p>	1	10
<p>Book-2: Unit 9:</p> <p>Grammar: 1- Past Continuous statements</p> <p>2-Past Continuous questions</p> <p>3-Reflexive pronouns</p> <p>Reading: : Reading for comprehension</p> <p>Writing: 1-Write a letter to the newspaper column telling about something good that happened to you recently</p> <p>2- Link ideas with when and why</p> <p>Book-2: Unit 10:</p> <p>Grammar: 1-Comparative adjectives</p> <p>2- More, less and fewer</p> <p>Reading: Reading for main ideas</p> <p>Writing: 1-Write a short article on the advantages and disadvantages of a means of communication</p> <p>2-Structure of an article comparing advantages and disadvantages</p>	1	10
<p>Book-2: Unit 11:</p> <p>Grammar: 1-Questions and answers to describe people</p> <p>2- Have got</p> <p>3- Phrases with verb + ing and prepositions to identify people</p> <p>Reading: Skimming for main ideas</p> <p>Writing: 1- Write a fashion article describing the current "look"</p> <p>2- Expressions to describe new trends</p>	1	10

Book-2: Unit 12: Grammar: 1- Future with will, may, and might 2- Present continuous and going to for the future 3- Clauses with if, when, after, and before and simple present to refer to the future Reading: Reading and prediction Writing: 1-Write an article about how one of the predictions will make our lives better or worst 2- List ideas with First, Second, Next, and Finally		
Revision	2	20
2. Course components (Total contact hours per semester) : 150		

Reading (ESP)	No. of weeks	Contact Hours
Introduction	1	5
Book-1: Unit 1 Prescribing Complaints Book-1: Unit 2: Working in general practice	1	5
Book-1: Unit 3 Instructions and procedures Book-1: Unit 4 Explaining and reassuring	1	5
Book-1: Unit 5 Dealing with medication Book-1: Unit 6 Lifestyle	1	5
Book-1: Unit 7 Parents and young children Book-1: Unit 8 Communication	1	5
Book-1: Unit 9 Working in psychiatry Book-1: Unit 10 Terminal illness and dying	1	5
Book-1: Unit 11 Working in a team Book-1: Unit 12 Diversity at work	1	5
Book-2: Unit 1 Emergency medicine	1	5

Book-1: Unit 2 Accidents		
Book-1: Unit 3 Sport medicine Book-1: Unit 4 Obstetrics	1	5
Book-1: Unit 5 Psychiatry Book-1: Unit 6 Geriatrics	1	5
Book-1: Unit 7 Dermatology Book-1: Unit 8 Surgery	1	5
Book-1: Unit 9 Cardiology Book-1: Unit 10 Respiratory medicine	1	5
Book-1: Unit 11 Tropical diseases Book-1: Unit 12 Technology	1	5
Revision	2	10

2. Course components (Total contact hours per semester) : 75

2 Course components (total contact hours per semester): 300			
Lecture: 300	Tutorial:	Practical/Fieldwork/Internship:	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week): N/A

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired:

By the end of the course the students will be able:

To know computer, science, and engineering vocabulary.

To acquire the rules of spelling and pronunciation.

To know different forms of writing.

To acquire the basic grammatical structures of English.

To identify different stress and intonation patterns

(ii) Teaching strategies to be used to develop that knowledge

Teachers use different teaching methods according to the needs, environment and standard of the students. However, the following strategies can be applied in the classroom teaching:

Activities-based teaching

Writing Strategy: Guided, Controlled and Free

Reading Strategy: Silent Reading, Model Reading, Reading Aloud and Shared reading

Listening Strategy: Listen-Think-Pair-Share, Questioning, Role-play.

Speaking strategy: Students will be given opportunities to speak in the classroom

Six thinking hats

(iii) Methods of assessment of knowledge acquired:

Homework assignments

Checking notebooks

Quizzes

Two Progress tests

Final exam

b. Cognitive Skills:

The main cognitive skills to be developed in this course are:

a. Comprehension: At the end of the course students will be able to interpret facts and explain the new information in their own way.

b. Analysis: Students will gather knowledge about identifying different components of sentences. In process of “self-evaluation”, students will be able to correct their own errors.

c. Application: Students are expected to use the information in context.

d. Synthesis: Students will use old ideas to create new ones. They will be able to relate knowledge from several areas. From examples given they will be able to generalize rules.

e. Evaluation: Students will be able to assess value of theories and presentation, verify the authenticity of grammar rules.

(ii) Teaching strategies to be used to develop these cognitive skills:

Writing:

Need to drill certain structures

Repeated practices of the task in a relaxed way

Silent reading

Model reading

Summarizing

Stress and intonation patterns in reading

Correction of pronunciation

Group work for discussion

Pair work for practice

Communicative techniques

Correction strategy

Language games for practice of rules

Interactive method.

Communicative Approach

Student-centered Approach

(iii) Methods of assessment of students cognitive skills:

Quizzes

Checking the writing task

Homework assignments

Two Progress tests

Final exam

c. Interpersonal Skills and Responsibility

<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed:</p> <p>Peer correction, discussion, group work, development of social and argumentative skills, team spirit, expressing creative ideas.</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities:</p> <p>Encourage pair, group and combined learning activities Group work for the development of social and argumentative skills. Pair work for expressing subjective and creative ideas.</p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility:</p> <p>Testing and evaluation Intra-group and intra-personal competitions Language games Student Presentations</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>Enable them use communicative tools e.g internet, E learning. To use the internet for reading and discussions To use different language learning software</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>Teacher is only a facilitator Provide them opportunities to participate Act out different situations and make conversations These are co-curricular activities and to be performed individually and are outside the scope of the classroom</p>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>Continuous evaluation Self monitored methods Intra-group and intra-personal competitions Language games Students Presentations</p>
<p>e. Psychomotor Skills (if applicable):</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>
<p>(ii) Teaching strategies to be used to develop these skills</p>
<p>(iii) Methods of assessment of students psychomotor skills</p>

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
5	Test 1	7	25%
6	Test 2	13	25%
7	Final Exam	16	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Lecture hours
 Schedule of 7 office hours and its announcement to students
 On campus hours

E-Learning Resources

1. Required Text(s):

McCarthy, Michael. Touchstone (1) Student's Book. Dubai: Cambridge and Obeikan, 2009.

McCarthy, Michael. Touchstone (1) Workbook. Dubai: Cambridge and Obeikan, 2009.

Rivers, Susan. Touchstone (2) Student's Book. Dubai: Cambridge and Obeikan, 2009.

Rivers, Susan. Touchstone (2) Workbook. Dubai: Cambridge and Obeikan, 2009.

Blackwell, Angela. Open Forum (1) Academic Listening and Speaking. Oxford: Oxford University Press, 2007.

Blackwell, Angela. Open Forum (2) Academic Listening and Speaking. Oxford: Oxford University Press, 2006.

McCarter, Sam Medicine (1) Student's Book. Oxford: Oxford University Press, 2009.

McCarter, Sam Medicine (2) Student's Book. Oxford: Oxford University Press, 2010.

Electronic Materials, Web Sites etc:
 Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms need to be facilitated with computers, MMP, etc
 Language labs

Numbers of students is too high for individual attention
2. Computing resources: Computer network in language labs
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list): Multimedia projector Clever-board Labs

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching: Questionnaire Other feedback tools Random individual interviews
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department Peer evaluation among teachers Teachers class observation Discussion within the group of faculty teaching the course Meetings with coordinators of the course Giving proficiency tests Asking for their opinions
3 Processes for Improvement of Teaching: Training workshops e-learning workshops for the faculty in English Training Programs Workshops Training Programs Giving them liberty to use their own methods and approaches . Arranging workshops and seminars on teaching
4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution): By Supervision
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. The Dean The Chairman The Director Teachers

Together can organize meetings for evaluating the effectiveness of the objectives, material, teaching feedback etc for the overall improvement of the teaching learning process.

- a. review the progress of the students .
- b. detect the lag behind students and give special cares .
- c. motivate them .
- d. use modern technology (CALL, E- learning etc).
- e. Ask for students' opinions about the course.