**AL-FARABI KAZAKH NATIONAL UNIVERSITY**

**Faculty of Philology**

**Department of Foreign Languages**

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|  |  **APPROVED by**Dean of the faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.O. Dzholdasbekova ‘\_\_\_’\_\_\_\_\_\_\_ 2022 |
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**EDUCATIONAL-METHODICAL COMPLEX OF DISCIPLINE**

**Foreign language**

**Code: IYa 1108**

Program: Bachelor degree

Specialty:

6B10103 General Medicine

6В10107 Public Healthcare

6В10101 Nursing

6B10102 Pharmacy

6В10104 Dentistry

Course – 1

Semester – 1

Number of credits – 5

**Almaty 2022**

Educational-methodical complex of the discipline is made by Senior Lecturer, Master of Humanities Nadezhda Bershina

Considered and recommended at the meeting of the department of Foreign Languages

from September “\_\_”, 2021, Protocol № 1

Chairman of the Educational and Methodological Council of the Department \_\_\_\_\_\_\_\_\_\_ G.Akylova

Head of the Department of Foreign Languages \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D..Dosmagambetova

**SYLLABUS**

**1st semester 2022-2023 academic year**

**Academic discipline: Foreign Language**

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| **Discipline Code** | **Discipline Title** | **Independent work of students (****IWS)** | **No. of hours per week** | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | **Laboratory (Lab)** |
| IYa1108, IYa1103 | Foreign language | 98 |   | 45 |   | 5 | 7 |
| **Academic course information** |
| **Form of education** | **Type of course**  | **Types of lectures** | **Types of practical training**  | **Number of IWS** | **Form of final control** |
| Online | Practical |  | Webinars/discussions/round tables, etc. | 3 | Test |
| Lecturer  | Nadezhda Vasilievna Bershina |  |
| e-mail | nadezhdabershina@gmail.com  |
| Telephone number | +7 777 390 94 61 |

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| **Academic presentation of the course**  |

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| **Aim of course**  | **Expected Learning Outcomes (LO)**As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**To achieve LO student should: |
| The aim of the discipline: to form students ' communication skills using the studied lexical units and grammatical constructions for foreign language communication. | **- cognitive and functional types of competencies:****LO 1 Listening:*** understand the main meanings of a sounding educational text or utterance based on knowledge and understanding of the lexical, grammatical and pragmatic systems of the language;
* build meanings into a single content of the text / statement in relation to its functional orientation.
 | ID 1.1 predict outcomes, infer links and connections between eventsID 1.2 understand the key information, detect main idea, identify supporting ideas, exemplificationID 1.3 take notes while listening |
| **- functional type of competence:****LO 2 Speaking:*** discuss the content of the educational text, present your own point of view with arguments;
* build your own behavioral program in everyday and educational situations;
* correctly use the lexical-grammatical and pragmatic types of knowledge in generating your own speech.
 | ID 2.1 initiate dialog interaction on the educational situation in the context of a specific speech strategy; respond correctly to the statements of other students;ID 2.2 present your point of view on the problems of educational situations in a reasoned manner, using the factual content of the text;ID 2.3 minimize grammatical and pragmatic errors in your own speech. |
| **- ability to analyze and synthesize information:****LO 3 Reading and writing:*** interpret the main content of the educational text based on a deep understanding of its key meanings in written and spoken language;
* develop models (structural, structural-semantic, pragmatic, cognitive) for understanding and presenting the content of the educational text;
* use different types of text (descriptions, narration, reasoning) to solve the assigned educational tasks;
 | ID 3.1 structure and signpost a short presentationID 3.2 use information to support and justify opinionID 3.3 expand the topic and summarize informationID 3.4 draft, revise and edit the essay.ID 3.5 identify appropriate structure of a paragraph\essay |
| **- ability to assess and generalize the learning situation****LO 4** * Correct use of system of lexical-grammatical and pragmatic language skills, and knowledge of text types to implement their own training needs and communication
 | ID 4.1 predict the content of the textID 4.2 skim a text to understand its main idea, style, and purposeID 4.3 scan a text for particular information ID 4.4 recognize definitions, explanations and examples |
| **LO 5 Prepare a presentation, a project on the topics studied.** | ID 5.1. make a presentation/project on the given topicsID 5.2 deliver the presentation, prove the point of view |
| **Prerequisites** | Level B1 Intermediate\IELTS 4.5 |
| **Post requisites** | Level B2+ Upper-Intermediate\IELTS 5.5 |
| **Information resources**  | **Required literature:**1. Sam McCarter, Oxford English for careers. Medicine 1, Student’s book. Oxford University Press, 20152. Raymond Murphy *English Grammar in Use. A self-study reference and practice book for Intermediate learners of English.* 5th edition (2019): Cambridge University Press3. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine. Cambridge University Press. 20184. MOOK distance Courses English for Healthcare futurelearn.com <https://www.futurelearn.com/courses/english-for-healthcare> **Supplementary literature:** 1. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert *English File* 4th edition Student’s e-Book 2019 Oxford.
2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert with Jane Hudson *English File 4th edition*

Workbook 2019 Oxford.1. Academic Writing from Paragraph to Essay by Dorothy E. Zemach & Lisa A. Rumisek. Macmillan 2005
2. Dictionary of Medical terms 4th edition A&С Black London 2007
3. Eric H. Glendinning, Beverly A.S. Holmstrom 3rd edition English in Medicine Cambridge Professional English 2010.
4. Chabner, Davi-Ellen Medical terminology: a short course, ISBN: 978-1-4377-3440-9 Sixth edition 2009
5. IELTS 15 (2020). Practice tests. General and Academic.
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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:** All students have to register at the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the discipline study schedule. ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum, as well as in the MOOC.**Academic values:**- Practical trainings/laboratories, IWS should be independent, creative.- Plagiarism, forgery, cheating at all stages of control are unacceptable.- Students with disabilities can receive counseling at e-mail nadezhdabershina@gmail.com  |
| **Evaluation and attestation policy** | **Criteria-based evaluation:** assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).**Summative evaluation:** assessment of work activity in the classroom; assessment of the completed task. |

**GRADING POLICY**

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| **Grade Letter Points** | **Grade Numerical Scale** | **Percentage** | **Traditional Grade** |
| А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
| В+ | 3,33 | 85-89 | Good  |
| В | 3,0 | 80-84 |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 |
| С | 2,0 | 65-69 | Satisfactory |
| С- | 1,67 | 60-64 |
| D+ | 1,33 | 55-59 |
| D | 1,0 | 50-54 |
| F | 0 | 0-49 | Unsatisfactory |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| --- | --- | --- | --- |
| **Week** | **Theme** | **Hours** | **Max score** |
| 1  | **L.1** **Unit 1 Presenting complaints**Dr Gillian Henderson – cardiologistLanguage spot: Asking short and gentle questionsListening: Personal details Presenting complaintsPronunciation: Medical terms: word stress | 3  | 5 |
| 2  | **L.2 Unit 1 Presenting complaints**Speaking: Diagnosing presenting complaintsUnderstanding culture: interpreting bodylanguageTenses in the presenting complaintVocabulary: Describing painWriting: A case report | 3 | 5 |
|  | **IWST 1 Consultation on IWS 1. Theme: Culture Project**  |  |  |
| 3  | **L.3** **Unit 2** **Working in general practice**Short questions in the general historyUnderstanding culture: Research into general practice in the UKListening: Description of a GP’s job A case historyShort questions in the general history | 3 | 5 |
| 3 | **IWS 1. Theme: Culture Project** |  | 20 |
| 4  | **L.4 Unit 2 Working in general practice**Reading: Social factors in general practiceSpeaking: GP statistics Case history role-play Writing: A referral letterLanguage spot: Present Perfect and Past SimpleVocabulary: Medical jobs Signs and symptomsNon-technical languagePronunciation: Medical jobs: main stress Questions: rising and falling intonation | 3  | 5 |
| 5 | **L.5** **Unit 3 Instructions and procedures** Dr Franco Carulli - newly qualifieddoctorPreparation for carrying out a procedureListening: Preparing for the first ward roundGiving instructions | 3 | 5 |
| 5 | **IWST 2.** Colloquium |  |  |
| 6 | **L.6 Unit 3 Instructions and procedures** Reading: Direct Observation of Procedural SkillsSpeaking: Explaining a process(hand washing) Explaining a procedure Case presentationLanguage spot: Giving instructions Explaining procedures Making polite requestsVocabulary: Instructions for a procedureWriting: Case notes | 3 | 5 |
| 6 | **IWS 2.** Colloquium. Essay ‘Al Farabi University’ |  | 20 |
| 7 | **L.7 Unit 4 Explaining and reassuring**Research into complicationsListening: Patient care Explaining a gastroscopy Emphasis Discussing complicationsReading: GastroscopySpeaking: Explaining procedures Acknowledgingvisual cues | 3 | 5 |
| 7 | **Midterm Test 1 Grammar and Vocabulary** |  | 25 |
|  **Midterm 1 100** |
| 8 | **L.8 Unit 4 Explaining and reassuring**Writing: An explanation of possible complicationsLanguage spot: Explaining procedures with the Present Passive and be going to futureVocabulary: Adjectives to describe procedures Explaining complications and reassuring the patientPronunciation: Word stress: suffixes | 3 | 5 |
| 8 | **IWST 3.** Grammar and vocabulary revision |  |   |
| 9 | **L. 9 Unit 5 Dealing with medication p.36**Joyce Carne - nurse practitionerPrescribing drugs in hospital. Research into clinical incident reporting.Listening: A drug chart Benefits and side effects | 3 | 5 |
| 9 | **IWST 4.**  Consultation on IWS 3. Health problems |  |  |
| 10 | **L.10 Unit 5 Dealing with medication p.36**Reading: ConcordanceSpeaking: A drug chart. Explaining medications.Writing: Clinical incident reportingLanguage spot: Phrasal verbs. Explaining side effects: can! mayVocabulary: Abbreviations | 3 | 5 |
| 10 | **IWS 3:** Health problems **Online course English for Healthcare**<https://www.futurelearn.com/courses/english-for-healthcare> **Week 1** Visiting the hospitalHospital roles quiz The vocabulary of the hospitalRegistering at the hospitalIllustration of a brain reflectionGibbs's reflective cycle VIDEO (01:35)Listening: A patient describes his symptoms |  | 20 |
| 11 | **L.11 Unit 6 Lifestyle p.44**Sympathy and empathyResearch in medicineListening: Family history and social history. Being sympathetic.Reading: Overweight and obesity | 3 | 5 |
| 11 | **Online course English for Healthcare**<https://www.futurelearn.com/courses/english-for-healthcare> **Week 2** Zaheer describes his health to a nurse ARTICLEGrammar: wh- questions Reading: Medication information leafletReading: A reflective journal |  |  |
| 12 | **L.** **12 Unit 6 Lifestyle** p.50Speaking: Making changes. Stress. Exam practiceWriting: An email about dealing with stressLanguage spot: Encouraging patientsand making suggestionsVocabulary: Language for exercisePronunciation: Word stress in noun phrases  | 3 | 5 |
| 12 | **Online course English for Healthcare**<https://www.futurelearn.com/courses/english-for-healthcare> **Week 3**Listening: New healthcare vocabularyDr Haddad describes her patient’s medical condition ARTICLEVisiting patients at home: Dr Haddad calls Mahmoud How much do you know about diabetes? DISCUSSIONGrammar focus: giving instructionsGrammar: can and could, ought to and should Reviewing a patient's medical condition at home ARTICLEA patient with heat stroke  |  |  |
| 12 | **IWST 5:** Consultation on IWS 4.  |  |  |
| 13 | **L.13 Unit 7 Parents and young children** p.66Understanding why patients can appear vague. Asking and responding to open questions. Information web search: TWEAK  Listening: Acknowledging verbal cues Appropriate responses  | 3 | 5 |
| 13 | **IWS 4** **Online course English for Healthcare**<https://www.futurelearn.com/courses/english-for-healthcare> **Week 4**Healthcare roles in the communityWhat causes community healthcare problems and what can be done to solve them?Identifying key healthcare problems ARTICLEEvaluating solutions QUIZIntroduction to writing to persuade Introducing conditional clauses Educating the community: your turn to help DISCUSSIONReview the grammar we use in this course Glossary of healthcare words used in this course  |  | 20 |
| 14 | **L.14 Unit 7 Parents and young children** p.66Reading: Barriers to preventionSpeaking: Considering what the patient thinks. Dealing with a defensive patientWriting: Writing accurately for training or work applicationsLanguage spot: Open and closed questionsVocabulary: AlcoholPronunciation: Stress in the sentence | 3 | 5 |
| 14 | **IWST 6.** Grammar and vocabulary revision |  |  |
| 15 | **L.15 Unit 9 Working in psychiatry**Reading: Dr Tom Turner - psychiatristSpeaking: Asking about self-harmDescribing patientsEliciting the history Mini-mental state examinationWriting: Extract from a mental state examination | 3 | 5 |
| 15 | **IWST 7.** Consultation on Midterm 2 |  |  |
| 15 | **Midterm Test 2 Grammar and Vocabulary** |  | 20 |
|  **Midterm 2 100** |

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ussenova E.K.**