

AL-FARABI KAZAKH NATIONAL UNIVERSITY

Faculty of Philology

Department of Foreign Languages



EDUCATIONAL-METHODICAL COMPLEX OF DISCIPLINE

Foreign language
Code: IYa 1105

Program: Bachelor degree

Specialty:
6B10108 Dentistry

Course – 1
Semester – 2
Number of credits – 5

Almaty 2023

Educational-methodical complex of the discipline is made by Lecturer, Tursynbekova Ulzhan

Considered and recommended at the meeting of the department of Foreign Languages
from December, 2023. Protocol № 1

Chairman of the Educational and Methodological Council of the Department:

G.S.Akylova *Akylova*

Head of the Department of Foreign Languages:

Dosmagambetova - D.Dosmagambetova

2nd semester 2023-2024 academic year
Academic discipline: Foreign Language

ID and name of the course	Independent work of students (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of teacher (IWST)
		Lectures (L)	Practical classes (PC)	Laboratory classes (LC)		
50 Foreign Language	4		5		5	7

Academic course information

Form of education	Cycle, Component	Types of lectures	Types of practical classes	Form and platform of final control
Offline	O (General Education Disciplines) Obligatory component		Problem solving/ presentations/discussions/ round tables, project work, etc.	Test in IS Univer
Lecturer	Tursynbekova Ulzhan			
e-mail	Beautiful-girl_kz@mail.ru			
Telephone number	8700 700 23 92			

ACADEMIC COURSE PRESENTATION

Purpose of the 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:
<p>The aim of the discipline: to form students' communication skills using the studied lexical units and grammatical constructions for foreign language communication.</p> <p>To present students with English from a wide variety of medical fields and situations, develop their communication skills, and provide them with background in major medical and care concepts.</p>	<p>- cognitive and functional types of competencies:</p> <p>LO 1 Listening:</p> <ul style="list-style-type: none"> – 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. 	<p>ID 1.1 predict outcomes, infer links and connections between events</p> <p>ID 1.2 understand the key information, detect main idea, identify supporting ideas, exemplification</p> <p>ID 1.3 take notes while listening</p>
	<p>- functional type of competence:</p> <p>LO 2 Speaking:</p> <ul style="list-style-type: none"> – 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. 	<p>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;</p> <p>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;</p> <p>ID 2.3 minimize grammatical and pragmatic errors in your own speech.</p>
	<p>- ability to analyze and synthesize information:</p> <p>LO 3 Reading and writing:</p> <ul style="list-style-type: none"> – 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; 	<p>ID 3.1 structure and signpost a short presentation</p> <p>ID 3.2 use information to support and justify opinion</p> <p>ID 3.3 expand the topic and summarize information</p> <p>ID 3.4 draft, revise and edit the essay.</p> <p>ID 3.5 identify appropriate structure of a paragraph\essay</p>
	<p>- ability to assess and generalize the learning situation</p> <p>LO 4</p> <ul style="list-style-type: none"> – Correct use of system of lexical-grammatical and pragmatic language skills, and knowledge of text types to implement their own training needs and communication 	<p>ID 4.1 predict the content of the text</p> <p>ID 4.2 skim a text to understand its main idea, style, and purpose</p> <p>ID 4.3 scan a text for particular information</p> <p>ID 4.4 recognize definitions, explanations and examples</p>
	<p>LO 5 Prepare a presentation, a project on the topics</p>	<p>ID 5.1. make a presentation/project on</p>

	studied.	the given topics ID 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	
Learning resources	<p>Required literature:</p> <ol style="list-style-type: none"> 1. Sam McCarter, Oxford English for careers. Medicine 1, Student's book. Oxford University Press, 2019 2. Raymond Murphy <i>English Grammar in Use. A self-study reference and practice book for Intermediate learners of English.</i> 5th edition (2019): Cambridge University Press <p>Supplementary literature:</p> <ol style="list-style-type: none"> 1. Glendinning Eric H., Howard Ron. Professional English in Use. Medicine. Cambridge University Press. 2018 2. Christina Latham-Koenig, Clive Oxenden, Jerry Lambert <i>English File</i> 4th edition Student's e-Book 2019 Oxford. 3. Dictionary of Medical terms 5th edition A&C Black London 2020 <p>Internet resources:</p> <ol style="list-style-type: none"> 1. MOOK distance Courses English for Healthcare futurelearn.com https://www.futurelearn.com/courses/english-for-healthcare 2. http://elibrary.kaznu.kz/ru 	
Academic policy of the course in the context of university moral and ethical values	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University.</u> Documents are available on the main page of IS Univer.</p> <p>Integration of science and education. The research work of students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics practical classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p>Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.</p> <p>Academic honesty. Practical classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control", "Instructions for the final control of the autumn / spring semester of the current academic year", "Regulations on checking students' text documents for borrowings".</u> Documents are available on the main page of IS Univer .</p> <p>Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.</p> <p>All students, especially those with disabilities, can receive counseling assistance by phone / e-mail: +7 700 700 23 92/ Beautiful-girl_kz@mail.ru</p> <p>Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.</p> <p>ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.</p>	

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods																	
Grade Letter Points	Grade Numerical Scale	Percentage	Traditional Grade	<p>Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p>Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.</p> <p>Summative assessment: type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. It allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.</p> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td colspan="2"><u>The exam does not change and the final score in the course</u></td> </tr> <tr> <td>Activity in practical classes</td> <td>10</td> </tr> <tr> <td>Independent work</td> <td>10</td> </tr> <tr> <td>Design and creative activity</td> <td>20</td> </tr> <tr> <td>Taking the test + practical lesson</td> <td>20</td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>		Formative and summative assessment	Points % content	<u>The exam does not change and the final score in the course</u>		Activity in practical classes	10	Independent work	10	Design and creative activity	20	Taking the test + practical lesson	20	Final control (exam)	40	TOTAL	100
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Taking the test + practical lesson	20																				
Final control (exam)	40																				
TOTAL	100																				
A	4.0	95-100	Excellent																		
A-	3.67	90-94																			
B+	3.33	85-89	Good																		
B	3.0	80-84																			
B-	2.67	75-79																			
C+	2.33	70-74																			
C	2.0	65-69																			
C-	1.67	60-64	Satisfactory																		
D+	1.33	55-59																			
D	1.0	50-54	Unsatisfactory																		
FX	0,5	25-49																			
F	0	0-24																			

CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:

Week	Theme	Hours	Max score
1	L.1 Unit 1 Emergency medicine John Rhys – cycle parademic Language spot: Asking short and gentle questions Listening: Personal details Presenting complaints Pronunciation: Medical terms: word stress	3	5
2	L.2 Unit 2 Accidents Matthew Jenkins Speaking: Diagnosing presenting complaints Understanding culture: interpreting body language Tenses in the presenting complaint Vocabulary: Describing pain Writing: A case report	3	5
	IWS 1 Consultation on IWS 1. Theme: Culture Project		
3	L.3 Unit 3 Sports medicine Short questions in the general history Understanding culture: Research into general practice in the UK Listening: Description of a GP’s job A case history Short questions in the general history	3	5
3	IWS 1. Theme: Culture Project		20
4	L.4 Unit 4 Obstetrics Reading: Social factors in general practice Speaking: GP statistics Case history role-play Writing: A referral letter Language spot: Present Perfect and Past Simple Vocabulary: Medical jobs Signs and symptoms Non-technical language Pronunciation: Medical jobs: main stress Questions: rising and falling intonation	3	5
5	L.5 Unit 5 Psychiatry Dr Franco Carulli - newly qualified doctor Preparation for carrying out a procedure Listening: Preparing for the first ward round Giving instructions	3	5
5	IWS 2. Colloquium		
6	L.6 Unit 6 Geriatrics Reading: Direct Observation of Procedural Skills Speaking: Explaining a process(hand washing) Explaining a procedure Case presentation Language spot: Giving instructions Explaining procedures Making polite requests Vocabulary: Instructions for a procedure Writing: Case notes	3	5
6	IWS 2. Colloquium. Essay ‘Al Farabi University’		20
7	L.7 Unit 7 Dermatology Zahra El-Ashry practice nurse Listening: Patient care Explaining a gastroscopy Emphasis Discussing complications Reading: Gastroscopy Speaking: Explaining procedures Acknowledging visual cues	3	5
7	Midterm Test 1 Grammar and Vocabulary		25
Midterm 1			100
8	L.8 Unit 8 Surgery Writing: An explanation of possible complications Language spot: Explaining procedures with the Present Passive and be going to future Vocabulary: Adjectives to describe procedures Explaining complications and reassuring the patient Pronunciation: Word stress: suffixes	3	5
8	IWS 3. Grammar and vocabulary revision		
9	L. 9 Unit 9 Cardiology Joyce Carne - nurse practitioner Prescribing 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. Managing skin conditions.		
10	L.10 Unit 9 Cardiology. Reading: Concordance Speaking: A drug chart. Explaining medications. Writing: Clinical incident reporting Language spot: Phrasal verbs. Explaining side effects: can! may Vocabulary: 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 hospital Hospital roles quiz The vocabulary of the hospital Registering at the hospital Illustration of a brain reflection Gibbs's reflective cycle VIDEO (01:35) Listening: A patient describes his symptoms		20
11	L.11 Unit 10 Respiratory medicine. Sympathy and empathy Research in medicine Listening: 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 ARTICLE Grammar: wh- questions Reading: Medication information leaflet Reading: A reflective journal		
12	L. 12 Unit 10 Respiratory medicine.Lung conditions . Speaking: Making changes. Stress. Exam practice Writing: An email about dealing with stress Language spot: Encouraging patients and making suggestions Vocabulary: Language for exercise Pronunciation: 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 vocabulary Dr Haddad describes her patient's medical condition ARTICLE Visiting patients at home: Dr Haddad calls Mahmoud How much do you know about diabetes? DISCUSSION Grammar focus: giving instructions Grammar: can and could, ought to and should Reviewing a patient's medical condition at home ARTICLE A patient with heat stroke		
12	IWST 5: Consultation on IWS 4.		
13	L.13 Unit 11 Tropical diseases. Understanding 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 community What causes community healthcare problems and what can be done to solve them? Identifying key healthcare problems ARTICLE Evaluating solutions QUIZ Introduction to writing to persuade Introducing conditional clauses Educating the community: your turn to help DISCUSSION Review the grammar we use in this course Glossary of healthcare words used in this course		20

14	L.14 Unit 12 Technology Reading: Barriers to prevention Speaking: Considering what the patient thinks. Dealing with a defensive patient Writing: Writing accurately for training or work applications Language spot: Open and closed questions Vocabulary: Alcohol Pronunciation: Stress in the sentence	3	5
14	IWST 6. Grammar and vocabulary revision		
15	L.15 Unit 12 Technology Reading: Stem cell therapy Speaking: Asking about self-harm Describing patients Eliciting the history Mini-mental state examination Writing: Extract from a mental state examination	3	5
15	IWST 7. Consultation on Midterm 2		
15	Midterm Test 2 Grammar and Vocabulary		20
16	Attestation		
Frontier control 2			100
Final Control (exam)			100
TOTAL for the discipline			100

Lecturer *Tursynbekova* T.U.Tursynbekova

Example 1. Written assignment (25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
Understanding Theories and concepts of professional identity and professionalism of a teacher	Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.	Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.	Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.	Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.
Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan	Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.	Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.	There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.
Policy proposal or practical recommendations/suggestions	Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan.	Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
Letter, APA style	The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.	The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.	The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.	The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.

Example 2. Group presentation (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 – 15%
Understanding theories and concepts of the professional identity of the teacher and the teaching profession	Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Understanding theories, concepts of the professional identity of the teacher and the teaching profession.	Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession.
Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan	Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used.
Pilot Study	Excellent use of the results of pilot studies (interviews or surveys) in the presentation	Good use of the results of pilot studies (interviews or surveys) in the presentation.	Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation.	Poor use of the results of pilot studies (interviews or surveys) in the presentation.
Suggestion of policy or practical recommendations/suggestions	Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
Presentation, teamwork	Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork.	Good engagement, good quality visuals, slides or other materials, good teamwork.	Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork.	Low engagement, low quality content, poor teamwork.