

COURSE OUTLINE T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks 	<input type="checkbox"/> Checking for understanding through tasks
II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW <ul style="list-style-type: none"> • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<input type="checkbox"/> Through 'check your understanding' exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
-------------	-------------------	--------------------------	----------------	--------------------------------------	---------------------------

III	5 (T)	Demonstrate attentive listening in different hypothetical situations	<p>Attentive Listening</p> <ul style="list-style-type: none"> • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation 	<ul style="list-style-type: none"> • Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> • Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	<p>Speaking – Effective Conversation</p> <ul style="list-style-type: none"> • Conversation situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations 	<ul style="list-style-type: none"> • Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks 	<ul style="list-style-type: none"> • Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group • Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<p>Reading</p> <ul style="list-style-type: none"> • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions 	<ul style="list-style-type: none"> • Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis 	<ul style="list-style-type: none"> • Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods

			<ul style="list-style-type: none"> • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar 	<input type="checkbox"/> Grammar activities	<p>reading and interpretation</p> <input type="checkbox"/> Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	Writing Skills <ul style="list-style-type: none"> • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing 	<ul style="list-style-type: none"> • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks 	<ul style="list-style-type: none"> • Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills <ul style="list-style-type: none"> • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW 	<ul style="list-style-type: none"> • Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports 	<input type="checkbox"/> Consolidated assessment orally and through written tasks/exercises