

Introduction

1. This sample ESP syllabus is designed for medical students in Uzbekistan who have at least a low **B1** entry level. It consists of 6 modules which cover the academic and professional needs of the future specialists in the sphere. The order and balance of the modules is arranged according to the students' needs. Each module is enveloped variety of students' autonomy learning tasks.

2. Aims of the syllabus

This course is aimed for developing integrated skills, critical thinking and autonomy learning of the future specialists in their professional field, which may include compiling, organizing presentations, researching and analyzing the content of the given materials, conducting virtual and non-virtual communication, intercultural awareness and evaluating professional sources.

By the end of the course students will be able to

Listening

1. listen to professional talks and take notes (e.g. at meetings, training sessions);
2. listen to academic and professional presentations and follow hand-outs, power points, etc. (e.g. talks/lectures at conferences, meetings) ;
3. listen and follow telephone conversations (for professional purposes, travelling,);
4. listen and extract both salient information and details in descriptions and explanations of symptoms, effects, processes;
5. listen to academic lectures and take notes by extracting both main information and details
6. listen to and follow instructions, e.g. though online connecting/Skype;
7. comprehend different registers: how people write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes;

Reading

1. read and search for necessary information from reference materials (dictionaries, directories, Yellow Pages, Wikipedia,);
2. identify writer's purpose of authentic professional and academic correspondence (e.g. e-mails, letters, faxes);
3. identify writer's attitudes and viewpoints in authentic texts related to medical areas (medical blogs, professional/scientific books, articles and abstracts)
4. read and analyze real case scenarios job-related texts/documents (case history, prescriptions, sick leaves, , patient's cards, recording data)
5. read and follow operating manuals, instructions on using new medical equipment, safety instructions, warning labels;
6. extract necessary information from visuals (e.g. charts, posters (at exhibitions, conferences)
7. search for and select relevant information from academic textbooks, internet sources for academic paper and presentations;
8. read professional reports (e.g. WHO, UNICEF);
9. comprehend different registers: how people write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes.

Speaking production

1. give introduction to one's job, responsibilities, working conditions etc. (e.g. speaking to foreign visitors);
2. give introductions to one's place of study, work, office, laboratory, production unit (e.g. speaking to foreign visitors);
3. give professional talks/ presentations with hand-outs, Power points;

4. give descriptions and explanations of causes, symptoms, processes;
5. take part in academic meetings, tutorials;
6. take part in professional/ academic interviews, e.g. job interviews, scholarship interviews, media interviews;
7. give academic lectures with hand-outs, Power points (exhibitions, conference);
8. give instructions on using new medical equipment, safety instructions, warning labels;
9. take part in professional consultations and discussions (e.g. talking with doctor, nurse and others);
10. use appropriate academic and professional genre and discourse of the field;
11. use appropriate register in written production.

Speaking interaction

1. select suitable exponents from a readily available range of discourse functions...
2. initiate discourse, take his/her turn when appropriate, end conversation when he/she need;
3. take part in professional telephone conversations, teleconferences, videoconferences
4. take part in academic and professional discussions, seminars, talks

Writing

1. complete forms related to the field of medicine (patient's card, sick-leave, prescriptions, case history);
2. write one's own resume.;
3. write professional/academic e-mails/letter;
4. write academic and professional articles and abstracts;
5. write hand-outs/Power points (for presentations, lectures, meetings);
6. write proposals, applications and recommendations;
7. write job descriptions, profiles, CV;
8. use appropriate academic and professional genre and discourse of the field;
9. use appropriate register in written production;
10. write clear detailed texts in his/her field of interest, describing, comparing-contrasting and evaluating information.

Approach to methodology

Communicative language teaching approach is a key element if this. see ESP curriculum

Approach to assessment

Authentic assessment is a key elements of this. For more details see ESP curriculum

Approach to materials

This is not a coursebook-based course. This syllabus is based on a genre approach. See Esp Curriculum for more details

Target level: B2

1. ESP Syllabus plan (based on needs analysis)

Module no.	Module title	No. contact hours
1	Socializing and Networking	
2	Introduction to Career	
3	Being a student: Basic academic skills	
4	Job environment	
5	Professional Ethics	
6	Integrating into the international community	
	Total	256

1. **Module 1** **Socializing and Networking**

Introduction to the module

This module focuses on the development of communicative skills of medical students in professional and non-professional situations. This module is covered in Year 1, semester 1.

Aim of the module

The aim of the module is to develop students' general and professionally oriented communicative language competences in medical English to enable them to communicate effectively in their academic and professional environments.

Objectives of module

By the end of the module medical students will be able to

- describe their university life and build networking with groupmates and friends from other medical universities abroad through social networking sites (e.g. LinkedIn, Facebook);
- listen and follow professional telephone conversations (e.g. while planning travelling);
- understand enough to keep the conversation going;
- select a suitable element from a readily available range of discourse functions;
- initiate discourse, take turn when appropriate, end conversation when they need;
- complete personal forms;
- write personal and professional e-mails/letters;
- enter unprepared into conversations on topics that are familiar, intercultural and personal interest or pertinent to everyday life;
- take part in personal and professional telephone conversations, teleconferences, videoconferences

Text type	Function	Exponent
Telephone conversation scripts	Calling Phoning Keeping hold	Would you like to call dr. Smith? Can you call me ... In a minutes Wait, please
Recorded audio materials	Listening	
Emails		
Letters		
Forms		
Social networks chats		

Text types

Telephone conversation scripts

Recorded audio materials (e.g. conversations)

Emails

Letters

Forms

Functions

- introducing oneself
- inviting
- clarifying

- answering and responding questions to
- describing some situations
- starting and ending conversations
- interrupting to someone

Exponents

Let me introduce...

Excuse me

It's nice to meet you

How do you do?

How are you?

Dear...

I hope this email finds you well,

I am looking forward to

Best regards

Date...

Topics and notions

Rename the topics because it looks like functions

- Socializing (introducing yourself and another person)
- Telephone conversation
- Online communication: Imo, Skype, Zoom
- Professional Correspondence : emailing, messages, letter
- Social networks (e.g. Facebook, Twitter, LinkedIn,)
- Language and culture(e.g. weather, taboo topics, small talks, invitations)

Core ESP lexis

Sub-corpus

Vocabulary related to everyday English (e.g. from internet resources)

<http://users.utu.fi/micnel/BEC/becposall.htm>

Assessment (authentic)

Possible task:

Role-play based on given situations (e.g. on the telephone, ...)

Written task (e.g. respond to a message, email or informal/semi-formal letters based on reading, listening or discussion);

Recommended teaching/learning materials

Books.American Hotel& lodging Educational Institute

<http://www.ei-ahla.org/default.aspx>

click on "hospitality links" in the menu on the left to connect with a list of Books

Dictionaries

Handouts

Internet materials

Other resources

Career Path tourism, virgina events, Jenny dooley, veronica Garza 2011

www.....

www.....

2. **Module 2. Introduction to career**

Introduction to the module

This module focuses mainly on working with basic medical terms, reading and comprehending functions of the human body, describing their jobs and communicating with peers in professional field. In addition, It is based on collecting data, sources/ information and doing initial researches on their sphere. This module is covered in Year 1, Semester 2.

Aims of the module

The aims of the module are to develop learners' writing skills, especially report, describing of their future jobs, furthermore , improving medical students (professionals) communicative public skills in speaking and writing (reading for correspondence orientation information and argument understanding a native speaker/interlocutor conversation) and work on communicative lexis competences.

Objectives of module

By the end of this module medical students

- can give introduction to one's job, responsibilities etc. (e.g. speaking to foreign visitors)
- can give introductions to one's place of study, work, office (e.g. speaking to foreign visitors)
- can select suitable exponents from a readily available range of discourse functions...
- can write a short texts in his/her field of interest, describing, comparing-contrasting;
- can create and conduct survey on familiar topics;
- can listen to professional talks and take notes (e.g. at meetings, training sessions etc.
- can read and search for necessary information from reference materials (dictionaries, directories, Yellow Pages, Wikipedia, etc)
- can identify writer's attitudes and viewpoints in authentic texts related to medical areas (medical blogs, professional/scientific books, articles and abstracts)

Text types

Medical encyclopedias
Medical reference books
Medical blogs
Internet texts/sources
Specialized textbooks
Journal articles

Functions

Stating

illustrating

Comparing –contrasting

Justifying

Describing

Summarizing

Exemplifying

Questioning

Exponents

.....studies

.....explores

The definition ofis

.....deals with.....

....focus on.....

.....connected with.....

.....comes/derives from....

Topics and notions

- Why I chose this career
- Hippocrates Oath
- Specialisms in medicine
- People in the field that I admire
- Medical terms and abbreviations
- Health and hygiene
- Human body (the work of the heart, muscles system ,the Alimentary tract)
- Life in Medical Academy (e.g. departments..)
- Medical jobs and positions (ranks)

Core ESP lexis

<http://users.utu.fi/micnel/BEC/becposall.htm>

Vocabulary related to everyday English

Assessment

Quiz/test

Project work (preparing semi-structured interview or questionnaire, conducting survey among representatives of different medical jobs and writing a 150 -word reports)

Recommended teaching/learning materials

Other resources

3. Module 3 Being a student: Basic academic skills

Introduction to the module

This module focuses on working with oral and academic/professional contexts including analyzing, summarizing, evaluating of the sources and doing presentations

Aims of the module

The aim of the module is to help learners to develop academic and research skills such as critical thinking, collecting data, problem solving, presenting ideas, and sourcing information, organizing, presentation skills. It deals with improving students' language, pragmatic and intercultural language competence, and as well as their ability of independent language.

Objectives of module

By the end of this module medical students will be able to

- listen to professional talks and take notes (e.g. at meetings, training sessions);
- listen to academic and professional presentations and follow hand-outs, power points, etc. (e.g. talks/lectures at conferences, meetings);
- listen to academic lectures and take notes by extracting both main information and details;
- identify writer's attitudes and viewpoints in authentic texts related to medical areas (medical blogs, professional/scientific books, articles and abstracts);
- extract necessary information from visuals (e.g. charts, posters (at exhibitions, conferences));
- use appropriate academic and professional genre and discourse of the field;
- search for and select relevant information from academic textbooks, internet sources for academic paper and presentations;
- organize their own independent learning resources in English (e.g. internet sources, books, journals);
- take part in academic and professional discussions, seminars, talks;
- take part in academic meetings, tutorials;
- use appropriate register in written production;
- select suitable exponents from a readily available range of discourse functions;
- be aware of using language learning through software programmes
- initiate discourse, take his/her turn when appropriate, end conversation when he/she need;
- write academic and professional articles and abstracts;
- write hand-outs/Power points (for presentations, lectures, meetings);
- write clear detailed texts in his/her field of interest, describing, comparing-contrasting and evaluating information;

Text types

Journal articles

Recorded audio and video materials including lectures public speeches presentations

Abstracts

Academic reports

Functions

Summarizing

Note taking

Asking

Comparing

Simplifying

Describing

Presenting

Organizing

Evaluating

Analyzing

Clarifying

Surveying

Exponents

It means that...

It is stated that

To illustrate

... claims

... states

...postulates

It can be concluded that...

Topics and notions

- At the lecture
- Participating in academic and professional talks and seminars
- Engaging with literature of the field
- Conducting research in the area
- Presenting and interpreting visual data
- Making presentations
- Academic Writing

Core ESP lexis

<http://users.utu.fi/micnel/BEC/becposall.htm>

www.

www

Assessment

Research report based on literature review

Presentation on particular topic

Recommended teaching/learning materials

Professional English in Use Medicine Eric H. Glendinning, Ron Howard Cambridge university press. 2008

source

Other resources

sources

4. *Module number: 4 Job Environment*

Introduction to the module

This module focus mainly on professional field including utilizing and enlarging professional lexis competence and job related writings.

Aims of the module

The aims of the module are to develop four basic skills for determining the symptom of different diseases, diagnosis and treat them.

Objectives of module

By the end of this module students will be able to

- listen to and follow instructions, e.g. though online connecting/skype
- listen and extract both salient information and details in descriptions and explanations of symptoms, effects, processes;
- comprehend different registers: how people write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes;
- read and analyze real case scenarios job-related texts/documents (case history, prescriptions, sick leaves, , patient's cards, recording data);
- read and follow operating manuals, instructions on using new medical equipment, safety instructions, warning labels;
- give introduction to one's job, responsibilities, working conditions etc. (e.g. speaking to foreign visitors);
- give introductions to one's place of study, work, office, laboratory, production unit (e.g. speaking to foreign visitors);
- give descriptions and explanations of causes, symptoms, processes;
- give instructions on using new medical equipment, safety instructions, warning labels;
- take part in professional consultations and discussions (e.g. talking with doctor, nurse and others);
- use appropriate professional genre and discourse of the field;
- use appropriate register in written production;
- select suitable exponents from a readily available range of discourse functions;
- initiate discourse, take his/her turn when appropriate, end conversation when he/she need;
- complete forms related to the field of medicine (patient's card, sick-leave, prescriptions, case history).

Text types

- Job description
- Job responsibilities
- Diseases
- Patient examination
- Symptoms and diagnosis

- Treatment
- Health Insurance
- Clinically history
- Case history
- Medication

Functions

Describing diseases, symptoms

Writing forms

Discussing

Eliciting details

Suggesting treatment, options, remedy

Asking and answering questions
Clarifying

Justifying, reasoning

Negotiating

Exponents

It defines that

The cause of this disease

It effects that

It is divided....

What doctors worry about?

You should to

You ought to.....

It is treated by.....

Core ESP lexis

EG <http://users.utu.fi/micnel/BEC/becposall.htm>

Assessment

read and match the causes and effects of the disease from the article

Role play (at the hospital)

Descriptive task. (e.g. learn one disease and write case history of the patient)

Recommended teaching/learning materials

Other resources

5. *Module number: 5 Professional ethics*

Introduction to the module

This module focuses mainly on communication of etiquette negotiations. The main characteristics in etiquette negotiations - the attention and respect to someone who is an opponent, teammate, compliance regulation in medical environment.

Aims of the module

The aims of the module are to develop integrated skills and human condition, intercultural awareness, in fact, doctor's and patients' attitudes in the sphere.

Objectives of module

By the end of this module students will be able to

- set communicative environment between doctors, patients and peers
- take part in professional consultations and discussions (e.g. talking with doctor, nurse and others)
- be aware of intercultural and cultural awareness
- be aware of the regulations of patients' care
- WHO regulations

Text types

Dialogue scripts

Recorded videos

Official regulations

Functions

- ~ Describing abilities
- ~ Speaking about responsibilities
- ~ Reasoning
- ~ Applying for
- ~ Justifying
- ~ Arguing
- ~ Suggesting
- ~ Expressing personal opinions
- ~ requesting

Exponents

It is kind of you

I do my best

It is my responsibility

You should

It is really respectful ...

How is your family?

Topics and notions

- Job responsibilities (e.g. nursing, curing, oath responsibilities)
- Medical ethics and legal aspects (e.g. patients' care)
- Patient- doctor communication (e.g. human condition, patients' behavior and reactions)
- Community health awareness
- Health regulations
- **Medical** Psychology, euthanasia, confidentiality, moral matters, behavior, cultural issues, non verbal communication,

Core ESP lexis

EG <http://users.utu.fi/micnel/BEC/becposall.htm>

Assessment

Debate

Case study analyses

Project work (mini research Community)

questionnaire

video, doctors attitudes towards the patient

Recommended teaching/learning materials

Other resources

6. Module number: *Integrating into the international community*

9 Introduction to the module

This module focus mainly on teaching for integrating into global community in medical and related fields, developing skills needed to participate in international activities and events.

Aims of the module

The aims of the module are to enhance communication skills, intercultural awareness and to be aware international organizations, to read professional documents, articles as well as to write academically and professionally in health care settings.

Objectives of module

- listen to and follow instructions, e.g. though online connecting/ Skype
- read professional reports (e.g. WHO, UNICEF)
- take part in professional/ academic interviews, e.g. job interviews, scholarship interviews, media interviews
- give academic lectures with hand-outs, Power points,(exhibitions, conference)
- take part in professional telephone conversations, teleconferences, videoconferences
- write academic and professional articles and abstracts

Text types

Report

Article

Recordings

Text

Video

Functions

- ~ Communicating
- ~ Presenting
- ~ Summarizing
- ~ Clarifying
- ~ Collecting
- ~ Differentiating
- ~ Analyzing
- ~ Arguing

Exponents

The topic of the presentation

The main aim of it

In order to summarize

It comes from

It causes

It derives

The work of this organization

It began its work

It deals with

Topics and notions

- Healthcare Providers
- National health problems (Drug problem, Pre diabetes in Children, HIV/AIDS)
- International health regulations (e.g. emergency case regulations)
- Health policy
- World health organizations
- Health management
- Health science centres, public and private....
- Teleconferences, videoconferences

Core ESP lexis

EG <http://users.utu.fi/micnel/BEC/becposall.htm>

Assessment

- give clear prepared individual presentations on medicine topics
- write professional article and present it.
- Letter to world organizations about problem solution
- Experts and interviewers

Recommended teaching/learning materials

Other resources

-
- **World health organisation 6 module**
- International health regulations
- Emergency case regulations

- Health policy
-
- Health science centres, public and private....
- Healthcare Providers
- National health problems (Drug problem, Prediabetes in Children, HIV/AIDS)
- **Relationship between public health and environment health**
- **Community health awareness**
- Diseases
- Symptoms and diagnosis
- Health Insurance
- Clinically history
- Case history
- Patient examination
- Medication
-
- Medical ethics and legal aspects
-

Introduction to the module

This module focuses mainly on professional writing in medical sphere in Semesters 4 and 5, Year 3.

Aim of the module

The aim of the module is to develop students' ability to write for their professional purposes

Objectives of module

By the end of the course students

- ~ can produce medical text types including forms, receipt, sick leaves, case records in English
- ~ can communicate in written form through letters, emails, messages;
- ~ can write clear, well-structured reports of varying lengths and for various purposes;
- ~ can write blog posts about subjects they are familiar with in English;

Text types

Texts on general medical issues including Journals in Medicine and Health issues, reports, receipts, letters, sick leaves, case records, medical and health blogs

Functions (in written form)

Explaining
 Comparing-contrasting
 Describing
 Narrating
 Prescribing
 Arguing
 Justifying

Exponents

Topics and notions

Writings for professional purposes including

- ~ Sick leaves, patient's history (case record)
- ~ Recipe
- ~ Report
- ~ Professional e-mails (to patients, colleagues)
- ~ Medical blogs

Core ESP lexis

Assessment

Portfolio entries including job-related written texts

Recommended teaching/learning materials

Other resources

Medical literature, research journals in medicine, medical reference books

A particular field - is diplomatic etiquette negotiations. The main thing in etiquette negotiations - the attention and respect to someone who is an opponent, teammate, compliance regulations, a clear design of the protocol. And, of course, such a position, which advocated, as they say, the just cause.

Feedbacks

- First aid
- Public health
- Medical The ambulance doctor's responsibilities