

## BSc in Physiotherapy

**Integrated course title:** Scientific English

**Code:** ANGL-01/C

**Number of ECTS credits:** 3

**Instructor:** Emanuela Tenca

[emanuela.tenca@unicamillus.org](mailto:emanuela.tenca@unicamillus.org)

### PREREQUISITES

Students should have at least an intermediate knowledge of English (B1 in the CEFR). Students can find the general descriptors for the different levels [here](#).

### LEARNING OBJECTIVES

The course aims to

- improve students' competence in English at a B1+/B2 level according to the CEFR
- provide students with a general understanding of scientific/medical English terminology
- consolidate/improve students' knowledge of English grammar
- develop students' ability to understand the main contents of scientific/medical texts in English, in both oral and written mode
- develop students' ability to coherently and cohesively report the main contents of such texts.

### LEARNING OUTCOMES

Upon successful completion of the course, students will

#### Knowledge and Understanding

- possess knowledge of the English language, having consolidated their competence at a B1+/B2 level according to the CEFR
- remember a wide range of terms belonging to their disciplinary/professional field
- understand the gist of written and spoken English used in everyday communicative events linked to their field of study

#### Applying knowledge and understanding

- apply their knowledge of English when communicating in formal and informal contexts linked to their disciplinary/professional field, by deploying a range of morpho-syntactic structures and terms
- be able to work alone and in groups and organise their tasks flexibly

#### Communication skills

- communicate effectively and correctly in English and convey key information pertaining to their disciplinary/professional field

#### Making judgements

- be able to select data according to their relevance in order to formulate judgments in their disciplinary domain

### **Learning skills**

- be able to update and consolidate their linguistic knowledge
- be able to hone their communicative competence
- relate this knowledge and competence to other disciplines in their degree course.

### **COURSE SYLLABUS**

The course will deal with some of the fundamental aspects of medical vocabulary, with reference to topics related to physiotherapy. The vocabulary will be studied by closely reading specialised and semi-specialised texts in the field, as well as by listening to audio-visual materials. Students will thus consolidate/improve their reading and listening skills in English. In particular, students will practise extracting the main information from the materials used during the course, and then use such information to write coherent and cohesive summaries. In order to strengthen students' writing skills, part of the lessons will be devoted to reviewing English grammar, focusing on those structures occurring in the materials used in the course.

Some of the thematic/vocabulary areas considered in the course include

- Major medical specialties and healthcare professionals
- The physiotherapist profession
- The hospital
- The human body
- Pain
- Signs and symptoms
- Accidents and emergencies
- First aid
- Sports medicine and physical fitness
- Prevention and rehabilitation.

Some of the grammar areas include

- The noun phrase
- Articles
- Overview of tenses (present simple and continuous; past simple and continuous; past perfect; present perfect simple and continuous)
- Future forms
- Modal verbs
- Passive voice
- Relative clauses
- Conditionals.

### **COURSE STRUCTURE**

The classroom activities will concentrate on the vocabulary of scientific/medical English, while improving students' receptive and productive skills in English. The activities will be supported with audiovisual materials and specialised and semi-specialised texts that are either included in language learning textbooks or excerpted from authoritative publications.

Students are expected to actively take part in the lessons and interact with the instructor and their peers. Interactive activities requiring students' participation will be integrated by teacher-fronted sessions focusing on specific grammar points.

Elements of formative assessment will also be included (e.g. exit tickets at the end of the lessons) to help students increase their language awareness and develop their goal-setting skills for learning English.

Overall, the course consists of 30 hours of instruction time, and students must attend at least 67% of the lessons.

### **COURSE GRADE DETERMINATION**

The exam will be a written test made up of questions based on the thematic areas and on the lexicogrammatical structures considered during the course. The test totals 60 points, and the passing mark is 60% (36 points). Students will be given a final mark out of 30 (18 equals pass). The “lode” will be awarded to students who obtain a full score of 60/60.

The test (90 minutes) consists of the following components:

1. Listening – Reporting key information. The students listen to a recording twice, take notes, and write a short report (75 to 100 words) (20 points)
2. Vocabulary – 10 items, 1 point for each right answer. The type of items used will be gap-filling, matching, multiple choice.
3. Use of English – 10 items, 1 point for each right answer. The type of items used will be multiple choice and cloze.
4. Writing – Summarising. The students read a short passage and write a summary (75 to 100 words) (20 points)

The students will be assessed based on

- their knowledge and ability to use the specialised terminology and grammatical structures examined during the course
- their ability to understand the main ideas of both spoken and written texts in English pertaining to their professional/disciplinary field
- the quality of their writing and ability to present key points of a text (spoken and written) pertaining to their field.

### **OPTIONAL ACTIVITIES**

At students' request.

### **READING MATERIALS**

Please note that the following are reference books, and students are not required to purchase any of them. Course materials will be provided by the instructors.

Online learning materials (e.g. websites, podcasts, etc.) will also be suggested during the course.

Eric H. Glendinning, Beverly Holmström, *English in Medicine*, 3rd ed. (Cambridge: Cambridge University Press, 2005)

Eric H. Glendinning, Ron Howard, *Professional English in Use: Medicine* (Cambridge: Cambridge University Press, 2007)

Raymond Murphy, *English Grammar in Use* (Cambridge: Cambridge University Press, 2012 o later editions)

Sam Savasta, *The Neuromotor System and Basic Physical Treatment. Medical English for Physiotherapists* (Messina, EDAS, 2012)

Jacopo D'Andria Ursolo, Kate Gralton, *Medical and Scientific English* (Milan: Pearson, 2020)

Patrick Fitzgerald, Marie McCullagh, Ros Wright, *English for Medicine in Higher Education* (Reading: Garnet Publishing, 2020)