



Course Specification

— (Bachelor)

Course Title: English for Specific Purposes (ESP)

Course Code: LNGT104

Program: English for Specific Purposes (ESP) for College Requirement for all Medical Colleges

Department: Languages and Translation

College: College of Humanities and Social Sciences

Institution: Northern Border University

Version:

Last Revision Date: 8 MAY 2024



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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

A. ☐ University ☒ College ☐ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: 1st year

4. Course General Description:

This course is designed for students in the Health track with adequate previous exposure to General English. It is intended to provide students with a foundation from which they can advance to B2 Academic English on the Common European Framework for Languages (CEFR).

5. Pre-requirements for this course (if any):

English 1 LNGT101

6. Co-requirements for this course (if any):

None

7. Course Main Objective(s):

The main objective of the course is to help students further develop their academic English skills, equip them with medical vocabulary and concepts, and enable them to achieve B2 level of proficiency in the English language on the Common European Framework of Languages (CEFR).

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	60
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	60
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		60



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize a diverse repertoire of isolated words and phrases related to a variety of academic and health related topics	K1	Lecturing Class Discussions Brainstorming Mind Maps	MCQ - Multiple Choice Question EMI - Extended Matching Item SAQ - Short Answer Question
1.2	Identify common grammatical structures and sentence patterns featured in the course content.	K2	Lecturing Student-led Learning Class Discussions Group work	MCQ - Multiple Choice Question SAQ - Short Answer Question
2.0	Skills			
2.1	Use listening skills such as following conversation, interviews, presentations and lectures on various topics as well as listening for main ideas and listening for details.	S1	Student-led Learning Class Discussions Self-Directed Learning	MCQ - Multiple Choice Question SAQ - Short Answer Question Short Assignments
2.2	Use reading skills in understanding main ideas,	S2	Student-led Learning	MCQ - Multiple

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	supporting details, inferring perspectives and stance, interpreting graphs, charts, and tables as well as distinguishing facts from opinions on academic and health related topics. Produce academic essays and mini assignments on health-related topics using academic and technical writing elements as well as critical thinking skills.		Group work Class Discussions Self-Directed Learning	Choice Question SAQ - Short Answer Question Rubrics Short Assignments
3.0	Values, autonomy, and responsibility			
3.1	Deliver presentation expressing opinions and feelings, describing experiences and events, giving reasons and explanations	V1	Problem based Learning Self-Directed Learning	Checklist Rubrics Presentation
3.2	Demonstrate effective teamwork and use of spoken	V2	Cooperative learning Group work	Checklist Rubrics Speaking test



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	language in role play, group assignments and discussions.		Role play	Role play



C. Course Content

No	List of Topics	Contact Hours
1.	Moving into Healthcare & Nursing Units 1 & 2 <ul style="list-style-type: none"> The world of healthcare The Primary Care Team Conversation with patients Jobs in healthcare Hard and soft skills 	5
2.	Moving into Healthcare & Nursing Units 4 & 6 <ul style="list-style-type: none"> Patient care and satisfaction What makes healthcare professionals successful Private and public healthcare Different kinds of nurses Developing a career in nursing Ways to motivate workers 	5
3.	Moving into Healthcare & Nursing Units 8 & 9 <ul style="list-style-type: none"> 21st century illnesses The care plan cycle Ways to stay healthy The value of fitness The carbon footprint in healthcare Ways for hospitals to 'go green' Ecotherapy Environmentally-friendly healthcare 	5
4.	English for Medicine Unit 1 (What is medicine?) <ul style="list-style-type: none"> Background to the discipline (introduction of the following) Anatomy Biochemistry Pathology Pharmacology Physiology 	5
5.	English for Medicine Unit 3 (Basic principles in medicine) <ul style="list-style-type: none"> Anatomy Physiology 	5
6.	English for Medicine Unit 4 (Digital technologies in medicine) <ul style="list-style-type: none"> Digital technologies Picture Archiving and Communication System PACS	5



	<p>Telemedicine</p> <p>Artificial Intelligence</p> <p>DNA Sequencing</p> <ul style="list-style-type: none"> • Online research 	
7.	<p>English for Medicine Unit 5 (Causes and effects of disease)</p> <ul style="list-style-type: none"> • Causes and effects of different types of disease • Describing diseases in a global context 	5
8.	<p>English for Medicine Unit 6 (Biology and pharmacology)</p> <ul style="list-style-type: none"> • Cell structures and reproduction • Principles of pharmacology 	6
9.	<p>English for Medicine Unit 7 (Clinical setting: acute care)</p> <ul style="list-style-type: none"> • Medicine in a hospital setting • Patient journey • Care cycle 	5
10.	<p>English for Medicine Unit 11 (Ethical issues in medicine)</p> <ul style="list-style-type: none"> • Principles of medical ethics • Information consent and patient autonomy • Research governance 	7
11.	<p>English for Medicine Unit 12 (The future of medicine)</p> <ul style="list-style-type: none"> • New technology in medicine • Microbiology and genetic research • Ethnic-minority representation in clinical trials 	7
Total		60



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4	10
2.	Midterm Exam	8	30
3.	In-Class Writing Task	11	10
4.	Assignment/Presentation	12	10
5.	Final Exam	15-16	40

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Fitzgerald, P., McCullagh, M., & Wright, R. (2021). <i>English for Medicine in Higher Education Studies – 2nd Ed.</i> London: Garnet Education Mol, H. (2015). <i>Moving into Healthcare & Nursing</i> : Garnet Education
Supportive References	Fitzgerald, P., McCullagh, M., & Wright, R. (2021). <i>English for Medicine in Higher Education Studies – 2nd Ed.</i> London: Garnet Education Mol, H. (2015). <i>Moving into Healthcare & Nursing</i> : Garnet Education
Electronic Materials	Fitzgerald, P., McCullagh, M., & Wright, R. (2021). <i>English for Medicine in Higher Education Studies – 2nd Ed.</i> London: Garnet Education Mol, H. (2015). <i>Moving into Healthcare & Nursing</i> : Garnet Education
Other Learning Materials	quizlet.info/garnet-esap-medicine Moving into Healthcare & Nursing Audio DVD & CD



2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories & simulation rooms
Technology equipment (projector, smart board, software)	Projector, smart boards
Other equipment (depending on the nature of the specialty)	English Language Club

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Peer Reviewer	Indirect methods: using Surveys. Direct method through Class Observations
Effectiveness of students assessment	Students, Faculty	Indirect method: Survey. Direct method through review sample the students' work, (e.g., exams, quizzes), and Course Report
Quality of learning resources	Teaching Faculty	Direct methods: Surveys
The extent to which CLOs have been achieved	Teaching Faculty	Direct method: Course Report (Using a matrix that calculates students' overall performance compare it with a target benchmark.)
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)





G. Specification Approval Data

COUNCIL /COMMITTEE	COUNCIL OF THE DEPARTMENT OF LANGUAGES AND TRANSLATION
REFERENCE NO.	COUNCIL NO: 23
DATE	8 MAY 2024

