

Course Specification of the English Language

University: Al Azhar

Faculty: Medicine

Department: **Faculty of Language and Translation**

1- Data of the course:

Code of the course: 108-Eng.Language	Title of the course: English language for the 1 st and 2 nd years of MBCh program	Year: 1 st and 2 nd years of MBCh program Duration: Full academic year
Specialty: English Language	Number of teaching units:	Lectures: 60 hrs for first year. 30 hours for second year. Total: 90 hours/week

2- Objectives of the course:	<p>Students Needs Analysis:</p> <ol style="list-style-type: none"> 1. The target group of this course is the 1st and second year students of the faculty of Medicine. 2. Students with a strong science background especially in chemistry, physics and biology are believed by some to have a better chance of success in medical schools. 3. Yet it can be argued that the academic score based on science courses should not be the sole parameter for a successful medical student, and that it should be complemented by education in humanities or experience in social sciences as well as a proficiency in the English language where English is the medium of instruction for medicine. 4. The language to be used in the student's medical career, this combination would enhance significantly student perception of the medical educational process.
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3. ILOs

A- Knowledge and understanding:	<i>By the end of this course students should be able to:</i>	
	a1	Understand an Islamic English text and common medical terminology.
	a2	Identify and use specific, general and medical vocabulary selected from reading passages taught during the course.
	a3	Develop the reading skills including skimming and scanning of long reading passages.
	a4	Guess or provide the right meanings or terms
	a5	Make simple inferences from a reading text

<p>B- Intellectual Skills:</p>	<table border="1"> <tr> <td colspan="2" data-bbox="520 367 1596 427"> <p>These skills also have a positive impact on medical education</p> </td> </tr> <tr> <td data-bbox="520 427 584 568"> <p>b1</p> </td> <td data-bbox="584 427 1596 568"> <p>The student should be motivated, mature, emotionally stable, self- confident, have low levels, possess good judgment and perception, show a high degree of decisiveness and assertiveness and be moderately extroverted.</p> </td> </tr> <tr> <td data-bbox="520 568 584 629"> <p>b2</p> </td> <td data-bbox="584 568 1596 629"> <p>Improve analytical and critical reading skills.</p> </td> </tr> <tr> <td data-bbox="520 629 584 734"> <p>b3</p> </td> <td data-bbox="584 629 1596 734"> <p>Demonstrate intellectual flexibility, inquisitiveness, critical reasoning, logical thinking tolerance, the ability to cope with uncertainty and problems.</p> </td> </tr> </table>	<p>These skills also have a positive impact on medical education</p>		<p>b1</p>	<p>The student should be motivated, mature, emotionally stable, self- confident, have low levels, possess good judgment and perception, show a high degree of decisiveness and assertiveness and be moderately extroverted.</p>	<p>b2</p>	<p>Improve analytical and critical reading skills.</p>	<p>b3</p>	<p>Demonstrate intellectual flexibility, inquisitiveness, critical reasoning, logical thinking tolerance, the ability to cope with uncertainty and problems.</p>		
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4- Course Content:	First Year		
	General objective: Improve students' general English skills.		
	One-hour class per week		
	Topic	Content	Educational Objectives
	Introduction	<ul style="list-style-type: none"> ☐ The 4 language skills: (comprehension/input skills versus production/output skills), ☐ Why English is important for doctors. ☐ How to work on your language skills. 	<ul style="list-style-type: none"> ☐ Increase students motivation to learn English ☐ Enhance their understanding of the relationship between the subject and other subjects in the curriculum
	Writing	<ul style="list-style-type: none"> ☐ Differences between Arabic and English in writing. ☐ Process of Writing: think (brain storming)-planwrite- edit ☐ Coherence: unity of ideas- ☐ paragraph elements (topic sentence subordinate sentences- conclusion) 	<ul style="list-style-type: none"> ☐ Help student know how to write ☐ answer short essay questions. ☐ essay questions
	Writing	<ul style="list-style-type: none"> ☐ Essay parts: (introduction- body- conclusion) ☐ Cohesion- unity of form: cohesive devices sentence connectives 	
	Grammar	<ul style="list-style-type: none"> ☐ Differences between verb systems in English and Arabic. ☐ the meaning of English verb tenses. 	<ul style="list-style-type: none"> ☐ Help students distinguish between the different meanings of English verb tenses in both reading and writing.
Grammar	Simple, compound and complex sentences		
Reading	Reading Styles:	Help students to handle reading passages.	

			☐ Skimming ☐ Scanning	How to read a text b Class How to read a text to specific information
	7	Medical Terminology		
	8	Reading	Reading Styles: ☐ Intensive reading	How to read for stud remember informati
	9	Using Reference Books	☐ Reference books: dictionary, atlas, thesaurus, encyclopedia, editing and grammar books. ☐ Difference between a dictionary and athesaurus. ☐ Types of dictionaries (lexical, idiomatic, pronunciation, technical terminology)	
	Second Year			
	General objective: Identify grammatical features of Medical English			
	Week	Topic	Content	Educational Objecti
	1		☐ Warming up ☐ Features of medical writing: ☐ Using simple present tense and present perfect tense (feature 1)	
	2	Word structure	☐ Simple words versus complex words ☐ Word parts (prefix, stem/root, suffix) ☐ The function of prefixes, the function of suffixes) ☐ Locative prefixes	Using descriptive lo verbs, adjectives, pr (feature 2)
	3	Grammar	☐ Defining and non-defining relative clauses. ☐ Relative clauses with prepositions.	Using complex sent relative clauses (fea

	4	Grammar	Short form relative clauses	Using present and p participles as modifi (feature 4)
	5	Grammar	☒ What is the meaning of passive voice. ☒ Reasons to use the passive without agent.	Using passive voice an agent (feature 5).
	6	Grammar	☒ How to form a passive voice without memorization. ☒ Using passive to express. impersonality in medical writing.	
	7		☒ Wrap up and conclusion. ☒ Test items and format.	

5- Methods of teaching:	Due to the large number of students per class (400 students in one group), it is almost impossible to use any communicative or cooperative learning/teaching approach. Unfortunately, The only convenient teaching method in large classrooms is the traditi classroom set up.	
	4.1	• Pre-reading exercises and discussion will be used before passages are read. Follow-up exercises will include comprehension, discovering main ideas, guessing and learning new vocabulary and focus on cultural or historical aspects of reading passages.
	4.2	• In-class reading assignments may also be used to practice skimming and scanning, or to illustrate a grammar point, a writing format.
	4.3	• Grammatical structures are presented in the context of a reading passage, article or dialogue; rules may be taught deductively or inductively through lecture. Students will

		complete written exercises individually or in groups to practice structures.	
	4.4	• Students may write paragraphs or essays on assigned or free topics, or in response to readings.	
6-Methods of teaching of handicaps	Not present		

7- Students evaluation and assessment:

A- Method of assessment:	Due to the large number of students in class and the limited class time per week, it is almost impractical to vary the forms of assessments.			
	5.1	Classroom discussions, questions, and comments are the only way	<i>To assess</i>	students' comprehension of the lesson and their mastery level of the course materials. Classroom discussions also allow a formative evaluation of the course materials in terms of its difficulty level and ambiguity.
B- Time of assessment	End-year Exam in May or in August Continuous assessment during the academic year			
C- Allocated marks/Distribution	Weighting of Assessment:			
	Mid-Term Examination			0%
	Final-Term Examination			80%
	Oral Examination			0%
	Practical Examination			0%
	Semester Work			20%
	Other Types of Assessment			
				Total 100%

8- Teaching books, notebooks, and references:

-Books/Notebooks: References:	6-List of References:	
	<ul style="list-style-type: none"> • This course uses the University ESL textbook. The course coordinator has chosen and compiled reading passages and lessons from different texts. 	
	7-Facilities required for Teaching and Learning:	
	<ul style="list-style-type: none"> • Classrooms should be more convenient for both the students and the teacher in terms of chairs; lighting; fans; electricity outlets; and sound appliances. 	
	<ul style="list-style-type: none"> • Whiteboard and markers. • Overhead projector and screen. • LCD projectors and screens is a bonus for the teachers who want to use PowerPoint presentations in their classes. 	
<i>Course Co-Coordinator</i>		<i>Mr.Amr Abdel Aty Mohamed, Faculty language & Translation, Al Azhar Uni</i>
<i>Head of Department</i>		<i>Prof.Dr. Ismail Hassan Wageeh Facu language & Translation, Al Azhar Uni</i>
كتاب الجامعة فى اللغة الإنجليزية تم إعداده بواسطة كلية اللغات والترجمة وكلية الدراسات الإنسانية بجامعة الأزهر		