

**SYLLABUS**  
**COMMUNICATIVE ENGLISH**

**PLACEMENT:** I SEMESTER

**THEORY:** 2 Credits (40 hours)

**DESCRIPTION:** The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals.
2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

**COURSE OUTLINE**

**T – Theory**

| Unit | Time (Hrs) | Learning Outcomes                                  | Content  | Teaching/ Learning Activities  | Assessment Methods   |
|------|------------|--|--|--|--|
| I    | 3 (T)      | Identify the significance of communicative English | <b>Communication</b> <ul style="list-style-type: none"> <li>• What is communication?</li> <li>• What are communication roles of listeners, speakers, readers and writers as healthcare professionals?</li> </ul> | <ul style="list-style-type: none"> <li>• Definitions with examples, illustrations and explanations</li> <li>• Identifying competencies/ communicative strategies in LSRW</li> <li>• Reading excerpts on the above and interpreting them through tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Checking for understanding through tasks</li> </ul> |

|                  |              |   |   |   |  |
|------------------|--------------|---|---|---|--|
| <p><b>II</b></p> | <p>5 (T)</p> | <p>Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence</p> | <p><b>Introduction to LSRGW</b></p> <ul style="list-style-type: none"> <li>• L – Listening: Different types of listening</li> <li>• S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation</li> <li>• R – Reading: Medical vocabulary,</li> <li>• Gr – Grammar: Understanding tenses, linkers</li> <li>• W – Writing simple sentences and short paragraphs – emphasis on correct grammar</li> </ul> | <ul style="list-style-type: none"> <li>• Exercises on listening to news, announcements, telephone conversations and instructions from others</li> <li>• Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts</li> <li>• Reading a medical dictionary/ glossary of medical terms with matching exercises</li> <li>• Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions</li> </ul> | <ul style="list-style-type: none"> <li>• Through ‘check your understanding’ exercises</li> </ul> |
|                  |              |   |   | <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>  |

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

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

### Books Recommended

1. Living English Grammar & Composition Tickoo M.L. & Subramanian A.E, Oriental Longman, New Delhi.
2. English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
3. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
4. English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

**Suggested Assessment/ Evaluation Methods**

**EXAMINATION SCHEME**

| S.No. | Course/Subject Title  | Internal | End Semester College Exam | End Semester University Exam | Hours | Total Marks |
|-------|-----------------------|----------|---------------------------|------------------------------|-------|-------------|
| 1.    | Communicative English | 25       | 25                        |                              | 2     | 50          |

**EVALUATION:**

**INTERNAL ASSESSMENT**

| S.No. | Name of the Course    | Continuous Assessment | Sessional Theory/ Practical Exams | Total Marks |
|-------|-----------------------|-----------------------|-----------------------------------|-------------|
| 1.    | Communicative English | 10                    | 15                                | 25          |

| <b>Scheme of Internal Assessment of theory out of 25 marks</b>  |   |          |  |           |                    |
|---|---|----------|--|-----------|--------------------|
| Sr. No  | Theory  | Quantity | Marks  | Round off | Final Round off IA |
| 1.  | Class Test I                                  |          | 50 marks   | 30        | Out of 15          |
| 2.  | Class Test II                                 |          | 75 Marks   | 30        |                    |
| 3.  | Written Assignment                            | 2        | 50   | 10        | Out of 10          |
| 4.  | Seminar/Microteaching/individual presentation | 2        | 50   | 12        |                    |
| 5.  | Group project/Work/Report                     | 1        | 50   | 6         |                    |
| 6   | Attendance                                    |          | (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0) | 2         |                    |
|   | <b>Total</b>                                  |          | <b>255</b>   |           | <b>25</b>          |
| <b>(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).</b> |   |          |  |           |                    |