

Course Title	English for Occupational Therapy I				
Course Code	OTH130				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1 st year / 2nd semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/ 14 weeks	Laboratories / week	None
Course Purpose and Objectives	This is an integrated ESP course designed to meet the needs of students of Occupational Therapy of B1 CEFR level. The course covers all four language skills with particular emphasis on students acquiring learning strategies to facilitate independent learning.				
Learning Outcomes	<p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Process information through reading texts in the range of B1 level in the field of Occupational Therapy. • Compose various forms of writing related to Occupational Therapy and differentiate between formal and informal styles • Demonstrate the use of terminology related to healthcare including Occupational Therapy. • Respond to listening material related to health care contexts • Practice oral communication skills required within health care contexts • Apply English grammar within context orally and in writing 				
Prerequisites	EHL 100 or English Placement Test	Co-requisites	None		
Course Content	<p>This ESP language course aims at helping students to acquire and practice functions and vocabulary essential to practitioners in Occupational Therapy and develop interpersonal communication skills needed in these contexts. Through a variety of materials, students develop their competence in the language. The course consolidates and presents language in meaningful contexts and offers a variety of activities to improve the students' skills in speaking, listening, reading and writing.</p> <p>Reading Skills:</p> <p>Through a variety of reading selections in the areas of Health and Life Sciences including Occupational Therapy the students increase their vocabulary and develop their comprehension of a written passage using the skills of: understanding explicitly stated information; understanding text organization; scanning to locate specific information; skimming for information; dealing with unfamiliar words; understanding cohesion; recognizing indicators in discourse; recognizing main ideas and supporting details.</p> <p>Writing skills:</p> <p>Starting from the mechanics of basic paragraph writing students are guided through the writing process. Different types of written discourse related to Health</p>				

	<p>and Life Sciences using Occupational Therapy contexts are developed including formal/informal emails, instructions, leaflets and reports.</p> <p>Listening Skills:</p> <p>Listening skills are developed through video and aural material related to contexts in the Health and Life Sciences in order to reinforce the rest of the components of the course.</p> <p>Speaking Skills:</p> <p>Speaking skills are also developed through a variety of oral activities in contexts related to Occupational Therapy in order to reinforce the rest of the components of the course.</p> <p>Grammar:</p> <p>Grammatical structures covered may include tenses, relative clauses, conditionals, present and past participles, phrasal verbs, prepositions, adverbs, adjectives, linking words and modal verbs.</p> <p>Functions:</p> <p>Functions may include asking for/giving information, making recommendations, asking for/giving advice, making offers, describing, comparing, contradicting, speculating, complaining, making assumptions, expressing emotions.</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>										
Teaching Methodology	Face-to-face										
Bibliography	<p><i>Career Paths Medical</i>. Virginia Evans, Jenny Dooley, Trang M. Tran, M.D. Express Publishers. 2012</p> <p><i>Good Practice : Communication Skills in English for the Medical Practitioner</i>. Maria McCullagh and Ros Wright. Cambridge University Press. 2008</p> <p><i>Professional English in Use: Medicine</i>. Eric H. Glendinning and Ron Howard. Cambridge University Press. 2007</p> <p>Other material given by the instructor</p>										
Assessment	<table border="1"> <tr> <td>Mid – Term Examination</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>35%</td> </tr> <tr> <td>Projects/Assignments/Tests</td> <td>30%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Mid – Term Examination	25%	Final Examination	35%	Projects/Assignments/Tests	30%	Class Participation and Attendance	10%		100%
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Language	English										