**Listening: Medical English Materials**

**Unit:** Listening **Date:** June16, 2010

**Topic:** Diseases **Teacher:** Bernard Nkuyubwatsi

**Students’ Level:** Higher education students whose level of English language proficiency is advanced.

**ACTFL Standards:** Connection: Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

**TESOL Technology Standards:**

Goal 1: Language learners demonstrate foundational knowledge and skills in technology for a multilingual world. Standard 1: Language learners demonstrate basic operational skills in using various technological tools and Internet browsers. Standard 4: Language learners demonstrate basic competence as users of technology.

<http://www.tesol.org/s_tesol/sec_document.asp?CID=86&DID=11779>

**Learning Setting/Special Accommodations:**

The classroom needs to have computers with Internet access (preferably one computer per student). In addition, there is need of a projector and a screen to display a PowerPoint presentation.

**Required materials, software, hardware, etc:**

* Hospital English website developed by Mark Cox, Phone +1.267532300, 7820-3 Kyowa,

Mochizuki, Nagano, 3842204 OK, Japan available from: <http://www.hospitalenglish.com>

(free for educational use).

* The podcasts on asthma, type 1 diabetes, type 2 diabetes and arthritis available from the

hospital English website.

* Three worksheets: one worksheet for asthma, type 1 diabetes and type 2 diabetes

respectfully.

* + - * The PowerPoint slides that guide students to the use of the website
      * The handout of introduction to content and function words
* The handout of the PowerPoint slides for students future reference
* The Hospital English use calendar
* Teacher’s computer, one computer per student, headphones, a projector and screen.

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| * + Slide 1-Title Slide with teacher’s name   + Slide 2-The Hospital English website and its features.   + Slide 3-More website features   + Slide 4- Themes with Teachers’ guide only.   + Slide 5- Tutorials   + Slide 6- The Asthma/student webpage 5 features | * + Slide 7-Key vocabulary   + Slide 8- Listening activities   + Slide 9- Self-assessment   + Slide 10-Multiple choice questions   + Slide 11-Fill-in-the-blank questions   + Slide 12-Other themes   + Slide 13 Further Medical English materials |

**I. Lesson Approach Section**

**Enabling Objectives:** Students will download and listen to “Hospital English” audio files. They will use their computer literacy skills to access the “Hospital English” website and audio files Then, they will be able to identify content words in the spoken Medical English.

**Introduction/Motivation:** I will start the lesson with questions that aim at making learners think about the situations in which they will use English language in their future profession. Then, I will ask them types of resources in which they can find that type of English they need for their profession and where they can find those resources. I will also use key words on asthma to give students the idea of how learning English for medical purpose might help them learn communication skills they cannot learn in the general English. In the lesson, will use the PowerPoint presentation, then, the “Hospital English” website to show to students various materials available to this site and teach content and function words. Later on, I will guided students to the links to materials about asthma and help them practice with the materials. Finally, I will let student practice independently with materials related to type 1 diabetes, type 2 diabetes.

**Materials, technology to be used for the Introduction:** I will use:

## ‘Asthma: students: key vocabulary for asthma article 1 and 2

**Rationale for using the materials/technology selected:** I will use key vocabulary for asthma article 1 and 2 to introduce to students key words of the learning materials. This will facilitate students’ understanding of the audio materials since they will have heard the pronunciation of these words and associated them with their spelling.

**II. Lesson Development Section**

**Learning Activity 1: (Knowledge-Based)**

I will start Learning Activity 1 with a PowerPoint presentation of the Hospital English website and its features. Students will have a handout of the PowerPoint slides in order to follow along my presentation and make notes on the slides. Students might also use this handout as reference in their future use of the website. After the PowerPoint presentation, I will demonstrate how to go over different asthma links and students will follow this demonstration on the screen. Then, students will go back to the website and go over similar links of type 1 diabetes, type 2 diabetes and arthritis. After students have become familiar with the website, I will teach content and function words and emphasis focusing on content word while listening to spoken English.

**Materials, technology hardware and software to be used for Learning Activity 1:** I will use:

The “Hospital English” PowerPoint Presentation, the handout of introduction to content and function words, teacher’s computer, a projector and a screen for PowerPoint, the “Hospital English” website.

**Rationale for using the materials/technology selected:** The PowerPoint slides and the related handout will give students an introduction to the “Hospital English” website and its features. The teacher’s computer, a projector and a screen will be used to present this introduction to the whole class in a collective way. As for the content and function word handout, it will help students remember the role of meaning words and focus on them in their eventual listening to audio materials.

**Summary/Transition to Learning Activity 2:** Students will go back to the asthma webpage and locate article 1 and 2 of asthma.

**Learning Activity 2: (Guided Application-Listening):** Under my guidance, students will download the audio file of article 1 “Overview of Asthma” and listen to it. Each student will listen to the audio file only once. Then, they will download the audio file of Article 2 “Information for the Patient” and listen to it once. Then, they will discuss comprehension questions, firstly in pairs, then, with the whole group. After the discussion, students will listen to the two audio files once more and complete the asthma worksheet with missing content words. Finally, they will take the multiple choice and fill-in-the gap quizzes. I will be moving to different place helping students with difficulties.

**Materials, technology hardware and software to be used for Learning Activity 2:** I will use

* Podcasts and other materials on asthma available from <http://www.hospitalenglish.com/students/listening/asthma2.mp3>
* the asthma worksheet

**Rationale for using the materials/technology selected:** The benefit of asthma podcasts is that students will reinforce their medical related knowledge. The worksheet will enable them to focus on content words in order to the information that reinforces this knowledge. In other words, materials used for language learning might also be beneficial in their learning of other subjects related to the medical profession.

**Transition to Learning Activity 3:** I will tell students that they can do similar activities to many other topics available on the website.

**Learning Activity 3: (Independent-Application)**

Students will work independently with materials on type 1 diabetes and type 2 diabetes. They will listen to podcasts related to these diseases and complete worksheets. Student’s worksheets will be collected to check their ability to identify content word in the podcasts.

**Materials, technology hardware and software to be used for Learning Activity 4:** I will use:

* Podcasts and other materials on type 1 diabetes and type 2 diabetes available from <http://www.hospitalenglish.com/students/diabetes1.php> and <http://www.hospitalenglish.com/students/diabetes2.php>
* Worksheets on type 1 diabetes and type 2 diabetes

**Rationale for using the materials/technology selected:**

Podcasts on type 1 diabetes and type 2 diabetes will help students learn more about those diseases, which will reinforce their medical related knowledge. The worksheets will help students to focus on content words in their listening to audio materials.

**Lesson Closure:** At the close of the lesson, I will encourage the students to explore other lessons offered at this website, listen to and repeat the pronunciations of the key words listen to audio files focusing on content words and discuss comprehension questions. Students will also be advised to answer multiple choice and fill-in-gaps questions wherever they are available for self assessment.