

## INGLESE SCIENTIFICO (A000061)

### 1. LANGUAGE

English.

### 2. Course contents

Coordinator: Prof. ENRICO REGGIANI

Year Course: 2<sup>nd</sup>

Semester: 2<sup>nd</sup>

UFC: 3

Modules and lecturers:

- INGLESE SCIENTIFICO (A000060) - 3 CFU - SSD L-LIN/12 - Prof. Gerit Berger

### 3. BIBLIOGRAPHY

#### **Recommended:**

D'Andria Ursoleo, J., Gralton K., Medical and Scientific English. Pearson. (ISBN 9788891916068)

The teacher will provide the students with additional material on Blackboard.

### 4. LEARNING OBJECTIVES

The course aims to consolidate and improve the knowledge of the English language in a Scientific context related to the field of speech therapy and paediatric neurodevelopmental therapy.

1) Knowledge and understanding. During the course, typical structures and vocabulary of Scientific English will be illustrated with particular attention paid to the syntax and use of Scientific language both actively (written and oral expression) and passively (comprehension of written and spoken Scientific texts).

2) Ability to apply knowledge and understanding. Students will have to learn to use different structures to communicate successfully in typical scientific and professional contexts. To achieve this objective, simulations of real situations will be carried out.

3) Autonomy of judgment. During the lessons, students will be involved in group activities in which they will have to interact independently in the given situations most effectively (for example, the presentation of a Scientific article). To do this it will be necessary for the students to be able to understand and analyse the communicative context and the information given, and to be able to negotiate with the other members of the group.

4) Communication skills. Students will be involved in communicative activities and cover various roles which are typical for the work as a speech therapist or a paediatric neurodevelopmental therapist (patient – therapist, therapist – therapist, etc).

5) Learning skills. Classroom exercises and supplementary activities on the online learning platform Blackboard will help students acquire independent learning strategies that will be useful in their future academic and professional careers.

## 5. prerequisites

General English level B1 (CEFR).

## 6. TEACHING METHODS

The English course comprises whole-class teaching, group work, and individual learning, using real-life problems as a vehicle to promote the students' learning of concepts and principles.

During whole-class sessions, the students will be confronted with various real-life situations connected to their future professions. The specific scientific vocabulary and structures which are typically found in a medical scientific context will be brought to the students' attention. This will happen on a productive (written and oral production) and receptive level (comprehension of written and oral texts). Students will be introduced to the appropriate functions and contexts in which the various structures and the specific vocabulary are used so that they can recognise them and understand them more easily. (Dublin 1).

Activities in small groups will help the students study the structures and vocabulary in more detail and apply them to real-life situations. This will allow the students to practice communicating successfully in academic and professional contexts in which they may encounter the English language. In addition, group activity will allow the students to interact autonomously in given situations in the most effective way possible by understanding and analysing the communicative context and the information given. (Dublin 2, 3 and 4).

Individual learning in the classroom (and at home) helps the students to apply their knowledge of scientific English following their own pace and respecting their learning styles and preferences while achieving a high grade of autonomy which is the base for life-long learning. Using predominately authentic materials (videos, websites, etc) the students will be encouraged to tackle real-life situations by applying the strategies which they have acquired during the course (Dublin 5).

## 7. further INFORMATION

Course attendance is obligatory.

For any queries, please contact Ms. Gerit Berger ([gerit.berger@unicatt.it](mailto:gerit.berger@unicatt.it))

## 8. METHODS FOR VERIFYING LEARNING AND FOR EVALUATION

The final assessment will include an ongoing assessment of individual work during the course together with the assessment of an oral presentation (in small groups) of a Scientific article chosen by the students.

The positive outcome of the English language test will be expressed as "idoneità" ("pass").

## 9. program

### General topics:

body parts & clothes  
hospital and health professions

body systems (nervous system, respiratory system, digestive system)  
communication therapist - patient  
giving instructions  
scientific research and scientific articles  
describing statistical information (graphs, tables, diagrams)

**Specific topics:**

job profile of a speech language therapist/paediatric neurodevelopmental therapist  
speech language and neuromotor development  
speech and language disorders in children and adults  
neurodevelopmental disorders in children  
speech and language intervention and rehabilitation  
neurodevelopmental intervention and rehabilitation  
learning difficulties (dyslexia, dyscalculia, dyspraxia)  
dysphagia