

<b>Course title</b>	<b>Professional English for Dentists I</b>
<b>Volume (number of credit points)</b>	2 (3 ECTS)
<b>Volume (number of contact hours)</b>	32
<b>Number of lectures</b>	
<b>Number of seminars, practical and laboratory works</b>	32
<b>Course level:</b> 1-4 – bachelor; 5-6 – master; 7 – doctoral; T – further education	1-4
<b>Prerequisites</b>	General English (B1-B2)
<b>Science field, science sub-field</b>	Dentistry
<b>Equivalent course</b>	Professional Foreign Language (English) for Doctors I, II

## COURSE ABSTRACT

*Objectives and a brief summary of the course (350 –400 characters).*

The course is designed for would-be dentists enrolled at a tertiary level professional study programme in dentistry. Since the learners' transversal skill acquisition specifies the focus of the course, it aims at developing synergies of professional and linguistic competences and employs a top-down approach to reach this. The course objectives are set to 1) develop learners' professional para-clinical and clinical competences, 2) foster the linguistic competence in order to apply the language structures and metacognitive strategies in the domain-related contexts and in interactional and transactional communicative events.

## Learning outcomes

*Academic and professional competencies acquired in the course.*

Using the dentistry and language integrated learning approach, the acquisition of the course enables the learners to demonstrate:

- para-clinical and clinical competences in dentistry through the English language medium instruction,
- the linguistic competence of the English language to ensure the learners' use of:
  - a) productive and receptive skills needed to access, process, use and evaluate information in multiprofessional dentistry settings,
  - b) professional communication skills needed to interact with accuracy and fluency in domain-specific multilingual and multicultural environments,
  - c) metacognitive strategies needed for language learning on a lifelong basis.

## REQUIREMENTS FOR AWARDING CREDIT POINTS

*Specifying the types of obligatory tasks (tests, practical work, laboratory work, course reports, a.o.), their ratio to the total evaluation.*

Attendance of the seminars is compulsory. The final mark is comprised of the sum total of the marks in dentistry (50%) and the professional English language (50%):

Dentistry:

- 1) two midterm tests (will consist of open and multiple-choice questions) - (25%),
- 2) examination (will contain open and multiple-choice questions) - (25%),

Professional English language:

- 1) two written midterm tests - (25%),
- 2) examination: a spoken course report (presentation) - (25%).

## COURSE PLAN

<i>No.</i>	<i>Topic</i>	<i>Planned amount in hours</i>
1	<b>Para-Clinical Competences: Introduction to Dentistry and Oral Medicine</b>  <b>Linguistic Competence Development:</b> Morpho-syntactic features in dentistry Lexical features: types of vocabulary Text as linguistic object. Text as vehicle of information	S 4  S 4
2	<b>Development of Interpersonal Communication Skills in Dentistry.</b> Midterm test in dentistry I. <b>Linguistic Competence Development:</b> Syntactic features: use of verb Lexical features: words and polywords, word partnerships Meaning construction in context. Midterm test in professional English I.	S 4  S 4
3	<b>Knowledge Base, Information and Information Literacy Competence Development</b>  <b>Linguistic Competence Development:</b> Syntactic features: conciseness, nominalization Lexical features: institutionalized utterances, text frames, context meaning construction.	S 4  S 4
4	<b>Clinical Information Gathering Competence Development</b> Midterm Test in dentistry II. <b>Linguistic Competence Development:</b> Syntactic features: use of modal verbs and modality Genre of medical research article. Midterm test in professional English II.	S 4  S 4

## **COURSE DESCRIPTION**

### **TOPIC 1**

#### **Para-clinical Competences: Introduction to Dentistry and Oral Medicine**

Professional attitude and behavior  
Professional ethics and jurisprudence  
Conception of clinical audit

#### **Linguistic Competence Development**

Syntactic features: Morpho-syntactic features in dentistry context  
Lexical features: Types of vocabulary. Matching and sequencing technical, semi-technical and general lexis  
Text as a linguistic object; text as a vehicle of information; dentistry area-related reading and listening

### **TOPIC 2**

#### **Development of Interpersonal Communication Skills in Dentistry and Oral Medicine**

Use of academic language functions in interaction  
Role of English in current internationalization processes

#### **Linguistic Competence Development**

Syntactic features: use of verb and its tenses in dentistry context  
Lexical features: words and polywords, word partnerships  
Meaning construction in context: TALO approach: text as a linguistic object; meaning extraction, identification of main points for summary

### **TOPIC 3**

#### **Knowledge Base, Information and Information Literacy Competence Development**

Acquirement and use of professional information

#### **Linguistic Competence Development**

Syntactic features: expressive conciseness, use of nominalization  
Lexical features: institutionalized utterances, sentence frames, heads, text frames  
Context meaning construction: TAVI approach: text as a vehicle of information

### **TOPIC 4**

#### **Clinical Information Gathering Competence Development**

Obtaining a complete history of the patient's medical, oral and dental state  
Recording a complete history of the patient's medical, oral and dental state

#### **Linguistic Competence Development**

Syntactic features: use of modal verbs and modality in dentistry content. Genre of medical research article

## LITERATURE

### Basic textbooks

1.	'Professional English for Dentists' – to be designed within the framework of the project
2.	Bridges, G. (2006) Dental Reception and Practice Management. Blackwell Munsgard.
3.	Nesbit, S. (2016) Treatment Planning in Dentistry. Elsevier.
4.	Scully, C. (2016) Scully's Handbook of Medical Problems in Dentistry. Elsevier
5.	Douglas, B. (2008) Passport to academic presentations: student's book. Reading: Garnet Education.
6.	Foley, M. and Hall, D. (2012) MyGrammarLab. Harlow: Pearson.
7.	Wallwork, A. (2011) English for Writing Research Papers. London & New York: Springer

### Further reading

1.	Biber, D. Conrad, S. Leech, G. (2002) Student Grammar of Spoken and Written English, Edinburgh: Longman.
2.	Marya, C.M. (2014) History Taking&Clinical Examination in Dentistry
3.	Stanley J.Nelson (2015) Wheelers Dental Anatomy, Physiology and Occlusion. Elsevier, Inc.

### Periodicals, internet resources and other sources

1.	Pubmed
2.	Science Direct
3.	EBSCO

<b>Course title</b>	<b>Professional English for Dentists II</b>
<b>Volume (number of credit points)</b>	3 (4 ECTS)
<b>Volume (number of contact hours)</b>	48
<b>Number of lectures</b>	
<b>Number of seminars, practical and laboratory works</b>	48
<b>Course level:</b> 1-4 – bachelor; 5-6 – master; 7 – doctoral; T – further education	1-4
<b>Prerequisites</b>	<b>Professional English for Dentists I</b>
<b>Science field, science sub-field</b>	Dentistry
<b>Equivalent course</b>	Professional Foreign Language (English) for Doctors I, II

### COURSE ABSTRACT

*Objectives and a brief summary of the course (350 –400 characters)*

The course is designed for would-be dentists who do a tertiary level professional study programme in dentistry in order to assist them to succeed in the professional area of dentistry in English, which would facilitate the recruitment of dentists upon graduation. Thus, the promotion of the synergies of the professional and linguistic knowledge underlies the course aim. The course content is based on selected interdisciplinary domains that occur in dentistry; therefore, teaching of professional English undertakes a top-down approach. The course objectives are set to 1) develop learners' clinical competences, 2) enable learners to apply the language structures and strategies in the dentistry-related contexts and in interactional and transactional communicative events.

### Learning outcomes

*Academic and professional competencies acquired in the course.*

The acquisition of the course enables the learners to demonstrate:

- clinical competences in dentistry,
- the professional English language competence that ensures the use of:
  - a) professional and interpersonal communication skills needed to interact and transact in dentistry -specific multilingual and multicultural environments,
  - b) metacognitive strategies needed for language learning on a lifelong basis.

### REQUIREMENTS FOR AWARDING CREDIT POINTS

*Specifying the types of obligatory tasks (tests, practical work, laboratory work, course reports, a.o.), their ratio to the total evaluation*

Attendance of the seminars is compulsory. The final mark is comprised of the sum total of the marks in dentistry (50%) and the professional English language (50%):

Dentistry:

- 1) two midterm tests (will consist of open and multiple-choice questions) - (25%),
- 2) examination (will contain open and multiple-choice questions) - (25%),

Professional English language:

- 1) two written midterm tests - (25%),
- 2) examination: a spoken course report (presentation) - 25%.

#### COURSE PLAN

<i>No.</i>	<i>Topic</i>	<i>Planned amount in hours</i>
1	<b>Clinical Competence Acquisition: Diagnosis and Treatment Planning</b>  <b>Linguistic Competence Development:</b> Syntactic features: deontic modality Lexical features: denotation and connotation Academic writing skills Midterm test in professional English I.	S 6  S 14
2.	<b>Subspecialties of Dentistry: Professional Competence Development</b> Midterm test in dentistry I.  <b>Linguistic Competence Development:</b> Syntactic features: epistemic modality Lexical features: figures of speech in dentistry context Research writing practice	S 8  S 8
3	<b>Establishing and Maintaining Oral Health: Professional Competence Development</b> Midterm test in dentistry II.  <b>Linguistic Competence Development:</b> Syntactic features: passive voice Lexical features: figures of speech in dentistry context Research writing practice Midterm test in professional English II.	S 6  S 6

#### COURSE DESCRIPTION

##### TOPIC 1

##### Clinical Competence Acquisition: Diagnosis and Treatment Planning

Decision-making

Clinical reasoning and judgement

### **Linguistic Competence Development**

Syntactic features: deontic modality in context

Lexical features: denotation, connotation, contextual synonymy

Academic writing skills

Structure, rhetorical moves and communicative purpose of medical research article(s)

## **TOPIC 2**

### **Subspecialties of Dentistry: Professional Competence Development Therapy**

Cariology, periodontology, prosthodontics

Oral medicine, orthodontics, surgery

### **Linguistic Competence Development**

Syntactic features: epistemic modality in context

Lexical features: figures of speech: conceptual metaphor and metonymy in dentistry context

Research writing practice

## **TOPIC 3**

### **Establishing and Maintaining Oral Health: Professional Competence Development**

Prevention and health promotion

Improving oral health of individuals, families and community groups

### **Linguistic Competence Development**

Syntactic features: use of passive voice

Lexical features: figures of speech: eponymy in dentistry context

Research writing practice

## **LITERATURE**

### **Basic textbooks**

1.	'Professional English for Dentistry' – to be designed within the framework of the project
2.	Carr, A. B. and Brown D. T. (2015) McCracken's Removable Partial Prosthodontics. Elsevier, Inc.
3.	Stefanac, S. and Nesbit, S. (2016) Treatment Planning in Dentistry. Elsevier, Inc.
4.	Von Fraunhofer, J. A. (2010) Research Writing in Dentistry. Wiley-Blackwell.
5.	Swales, J. M. and Feak, Ch. B. (2004) Academic writing for graduate students: essential tasks and skills. Ann Arbor: University of Michigan Press.
6.	Cargill, M. and O'Connor, P. (2009) Writing Scientific Research Articles. Strategy and Steps. Wiley-Blackwell.

**Further reading**

1.	Bridges, G. (2006) Dental Reception and Practice Management. Blackwell Munsgard.
2.	Scully, C. (2016) Scully's Handbook of Medical Problems in Dentistry. Elsevier, Inc.
3.	Touger-Decker, R., Sirois, D.A., and Mobley C.C. (2014) Nutrition and Oral Medicine. Springer Humana Press.
4.	Glasman-Deal, H. (2010) Science Research Writing for Non-Native Speakers of English. London: Imperial College Press.
5.	Ribes, R., Iannarelli, P., Duarte, R.F. (2009) English for Biomedical Scientists. London: Springer.

**Periodicals, internet resources and other sources**

1.	Pubmed
2.	Science Direct
3.	EBSCO