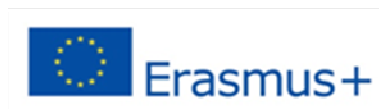




Check List
Implementation Didactics
in Module Design



HELP HEALTHCARE ENGLISH LANGUAGE PROGRAMME

Project No 2014-1-ES01-KA203-004735

Author: Dr. Gerd Zimmer Pro-kompetenz
www.pro-kompetenz.de
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Module author, number and title:
Evaluating partner:
Final OK by QM / comments:

Item	Criteria	+	-	Comments from evaluating partner
		+	-	
A proper curriculum is available	Sections are filled in properly, using the "Curriculum structure for module development"			
Starter activities				
Start with objectives list	About 5-6 describing skills and competences that will be acquired. Principally: objectives defined in the curriculum with focus on language learning			
Key words list with IPA transcription (short modules)	10 words taken from ICNP Words are well selected for the topic.			
Key words list with IPA transcription (modules 6, 7, 8 and 11)	15-20 words taken from ICNP The words are well selected for the topic and adequately distributed within the script			
Listening 1	A listen-and-repeat task Key words presented in exercise are pronounced by a native			
Listening 2	If possible, for success, key vocabulary, phonetically challenging parts and			



	expressions are known or have been introduced before		
	Focus on capturing general information, single sentences		
Speaking	Exploitation of Listening 2 exercise or presenting visuals to serve as introduction to speaking. Short general questions might to be asked.		
Implementation of content – Presentation Phase			
Reading	Content, style and level are proper for the topic and students' knowledge		
	authentic medical / paramedical texts or abridged versions provided		
	Title indicates the content and is catchy		
	Text is motivating because it contains interesting and useful information and is emotionally attractive		
	Text promotes professional knowledge and values		
	The issue is identified and discussed clearly and concisely in the text		
	The text length is balanced and does not take inadequate time		
	Frequent but justified change of methodical proceeding.		
Reading comprehension	Proposed comprehension activity /-ies is /are success oriented and to build up students' confidence in their reading ability.		
	Activities promote reading for ideas, rather than for single facts or word recognition		
	Promote communication activities like discussion		
	Frequent but justified change of methodical proceeding. Tasks are 10-15 minutes but generally no longer than 25-30		



	minutes.		
Thematic vocabulary and expressions exercises	Focus on what is needed in practise		
	Exercises are adequate to B1/B2 level		
	Frequent methodical change between exercises		
	Tasks are 10-15 minutes but generally no longer than 25-30 minutes.		
Implementation of content – Development Phase			
Listening 3 (complex)	Key vocabulary, phonetically challenging parts and expressions are known or have been introduced before		
Listening 3 can be composed by a type I OR type II longer presentation OR two shorter type1 and type2 audio recordings	Type 1 Monologue – e.g. longer instructions from the doctor, explanation of needs from a patient?		
	Type 2 Dialogue - conversation nurse-nurse, patient-nurse, nurse-doctor, nurse-family member?		
Listening 3 (complex)	Are the suggested exercises appropriate? E.g. reproduction of more complex parts of the listened content in mother language or in English or non-verbal – written (e.g. writing a memo for the doctor or another nurse) or oral? Possible transfer into speaking (or writing) exercise?		
	Density of content facts is not too high for listening and there is redundancy if required		
	Presentation is mainly logical, following the expectations of the listener.		
Listening 3 (complex)	Content is interesting and emotionally attractive		
	Frequent but justified change of methodical proceeding. Tasks are 10-15 minutes but generally no longer than 25-30 minutes.		



Speaking	Proposed activity /-ies is /are adequate and motivating		
	Tasks combine both: structured output activities, which allow error correction and activities to practice language more freely.		
Speaking	Activities involve real information gaps. In order to complete the task, students must reduce or eliminate the information gap.		
	Structured output activities applied such as: ask the patient / tell the patient / doctor /colleague / family member ...		
	Communicative output activities applied (role plays, free dialogues, short group or plenum discussion about a topic)		
	Frequent but justified change of methodical proceeding. Tasks are 10-15 minutes but generally no longer than 25-30 minutes.		
	Exercises are adequate to B1/B2 level		
Writing	The exercise is short, practice related e.g. leaving a note to colleague		
	Abilities (lexis, expressions) for the exercise are available		
	Exercise in line with workplace challenges (and topic)		
Implementation of content – Evaluation Phase			
Speaking	Practical approach is applied, e.g. using templates from hospitals; connection to the video clip.		
	Complex activity that requires students' creativity introduced, e.g. oral report, case study, group or plenum discussion, speech, monologue.		
Speaking	Exercises are also linked to		



	thematic lexis development.		
	Frequent but justified change of methodical proceeding. Tasks are 10-15 minutes but generally no longer than 25-30 minutes.		
	Exercises are adequate to B1/B2 level		
Writing	A more advanced exercise in line with workplace challenges (and topic)		
	Abilities (lexis, expressions) for the exercise are available		
	Exercise is adequate to B1/B2 level		
Media			
Adequate use suggested	The suggested media elements are supporting the objectives of this unit and / or a specific activity		
Range of media suggested for the module	audio		
	video		
	Internet		
	HELP platform		
	Separate Worksheet (available on platform)		
	Smartphone / Tablet		
Language Corner			
Expressions list	A list of 30 expressions taken from ICNP catalogues presented at the end of the module. Nouns which appeared in a Pre-teaching section may be used again, but this time presented in a wider context of a prepositional phrase / noun phrase / collocation.		
	For 2-points modules (large modules) there will be thematic subsections within the module. The lists are divided thematically and placed at the beginning of every subsection (in order to avoid long lists at the end). The overall number		



	of the expression shall be no more than 60 .		
Evaluation			
Evaluation	Adequate test(s) /methods are provided to assess if the objectives of the unit have been reached		
	The module is convenient to initiate social interaction – centralized, partly centralized, group and pair work, individual work		
Evaluation	In communicative output activities, the criterion of success is whether the learner gets the message across		
	Accuracy related to grammar and other linguistic aspects is not a consideration unless the lack of it interferes with the message.		
Scripts and formal requirements			
Scripts for listening exercises available	Presented in a separate PDF file to be placed on the platform.		
Scripts for Video scenarios available	Presented in a separate PDF file to be placed on the platform.		
Number of pages respected	6-7 pages for “normal” modules 12-14 pages for 6, 7, 8 and 11		
Estimated time it takes to go through the tasks / Unit	including time for assignments like self-reflection, small tasks etc		
The author has used proper illustration	to break up the text (photo, cartoon ...)		
Intellectual property rights respected.	Quotation of authors and CC BY 2.0 for Texts, photos ...		
Abbreviations and acronyms	are explained if necessary		
Graphical elements	Headings, boxes, boldface type.		
The spell check tool	of WORD applying Great Britain English has been applied		
Layout options considered	All in Arial 12, except headings size 14 bold, subheadings size 12 bold Space between lines 1,5		



	Margins: - all 2,5. DO NOT indent the first line Page number: leave out now Page header right site: HELP Unit [No] [Title]		
Bibliography / list of references at the end of the module			
Final comments:			

