澳門理工大學
Universidade Politécnica de Macau
Macao Polytechnic University

FACULTY OF HEALTH SCIENCES AND SPORTS

BACHELOR OF SCIENCE IN BIOMEDICAL TECHNOLOGY (MEDICAL LABORATORY TECHNOLOGY)

LEARNING MODULE OUTLINE

Academic Year	2025/2026	Semester	1
Module Code	ENGL2101		
Learning Module	English III		
Pre-requisite(s)	Nil		
Medium of Instruction	English and Chinese		
Credits	3	Contact Hours	45 hrs
Instructor	Dr. John Kong	Email	johnkong@mpu.edu.mo
Office	B104, Chi Un Building, Main Campus	Office Phone	85996380

MODULE DESCRIPTION

This learning module is designed to enhance students' English language proficiency at an intermediate level in the field of health science. It focuses on developing effective communication skills in listening, speaking, reading, writing, and translating. Students will practice spoken communication and receive training in written communication. The course covers academic vocabulary, professional knowledge, and Chinese-English translation exercises related to medical laboratory tests, equipment operation/instructions, and general health sciences.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Develop and improve language skills in medical contexts, including understanding medical terminology, patient interactions, healthcare procedures, and analyzing medical texts, research articles, and case studies;
M2.	Enhance communication skills through role-plays, discussions, presentations, and medical writing for effective communication with patients, colleagues, and healthcare professionals, and producing accurate medical documents;
M3.	Develop translation skills for medical documents and expand academic vocabulary in health sciences and medical terminology;
M4.	Gain knowledge of medical laboratory and pharmacy technology, as well as general health sciences, including anatomy, physiology, and common medical conditions, to effectively communicate and understand medical procedures.

These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4
P1. To demonstrate understanding of a range of subjects, fields, principles and approaches relevant to medical laboratory technology;	✓	✓	✓	✓
P2. To demonstrate understanding of theories, analytical approaches and practices that underpin medical laboratory operations and management;	✓	✓	✓	✓
P3. To demonstrate understanding of major trends and issues related to medical laboratory technology;	✓	✓	✓	✓
P4. To apply professional knowledge and skills to analyse, interpret and solve problems, challenges and risks in medical laboratory practice;	✓		✓	✓
P5. To critically appraise and interpret scientific and clinical literature and apply evidence-based practice;	✓		✓	✓
P6. To acquire and apply research skills in medical laboratory technology;	✓	✓	✓	✓
P7. To demonstrate effective communication and teamwork skills;		✓	✓	✓
P8. To maintain professional and ethical standards in medical laboratory practice and research.		✓	✓	✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	**Course Introduction** **Unit 1 Health and illness** • **Listening:** Audio lecture on common illnesses. • **Reading:** Article on the definition of health (WHO perspective). • **Writing:** Short paragraph: "What does health mean to you?" • **Speaking:** Pair discussion: "How do cultural views influence perceptions of health?"	3
2	**Unit 2 Parts of the body 1** • **Listening:** Medical podcast on anatomy basics. • **Reading:** Diagram labeling activity (body parts). • **Writing:** Descriptive paragraph: "The function of one body part." • **Speaking:** Role-play: Doctor explaining body parts to a patient. **Unit 3 Parts of the body 2** • **Listening:** Video on advanced anatomy terms. • **Reading:** Text on body systems and their interactions. • **Writing:** Summary of a short text on body systems. • **Speaking:** Group presentation: "How body systems work together."	3

	Supplementary material and class practice • Group quiz on body parts. • Case study discussion: Diagnosing a fictional patient.	
3	**Unit 4 Functions of the body** • **Listening:** Lecture on physiological functions. • **Reading:** Article on the respiratory and circulatory systems. • **Writing:** Explanation of one body function. • **Speaking:** Group discussion: "What happens when a body system fails?" **Unit 5 Medical Practitioners 1** • **Listening:** Interview with a general practitioner. • **Reading:** Profiles of different medical practitioners. • **Writing:** Comparison of roles: GP vs Specialist. • **Speaking:** Role-play: Patient consulting a GP. **Supplementary material and class practice** • Group activity: Matching medical practitioners with their specialties. • Vocabulary practice: Common terms related to medical professionals.	3
4	**Unit 6 Medical Practitioners 2** • **Listening:** Audio on the history of medical professions. • **Reading:** Article on the evolution of medical careers. • **Writing:** Reflection: "Why I want to be a medical professional." • **Speaking:** Debate: "Is specialization better than general practice?" **Quiz 1**	3
5	**Unit 7 Nurses** • **Listening:** Podcast on the role of nurses in healthcare. • **Reading:** Text on nursing responsibilities. • **Writing:** A day in the life of a nurse (short essay). • **Speaking:** Role-play: Nurse explaining care procedures to a patient. **Unit 8 Allied health professionals** • **Listening:** Video on allied health careers. • **Reading:** Brochure on allied health services.	3

	• **Writing:** Summary of an allied health profession. • **Speaking:** Group discussion: "The importance of allied health professionals." **Supplementary material and class practice** • Case study: Collaborative care team for a patient. • Vocabulary game: Matching terms to allied health professions.	
6	**Unit 9 Hospitals** • **Listening:** Audio tour of a hospital. • **Reading:** Text on hospital departments. • **Writing:** Description of a hospital layout. • **Speaking:** Role-play: Directing a patient to the correct department. **Unit 10 Primary care** • **Listening:** Podcast on the role of primary care. • **Reading:** Article on the importance of preventive care. • **Writing:** Advantages of primary care (short essay). • **Speaking:** Pair discussion: "How does primary care improve health outcomes?" **Supplementary material and class practice** • Group activity: Designing a primary care clinic. • Vocabulary practice: Terms related to primary care.	3
7	**Unit 11 Medical education 1** • **Listening:** Interview with a medical student. • **Reading:** Overview of medical school curricula. • **Writing:** Reflection: "What I expect from medical education." • **Speaking:** Group discussion: "Challenges in medical education." **Unit 12 Medical education 2** • **Listening:** Lecture on continuing medical education. • **Reading:** Article on lifelong learning in medicine. • **Writing:** Plan for personal professional development. • **Speaking:** Debate: "Should doctors be required to take regular exams?" **Supplementary material and class practice** • Case study: Designing a medical training program.	3

	• Vocabulary quiz: Terms related to medical education.	
8	**Unit 13 The overseas doctor** • **Listening:** Podcast on challenges faced by overseas doctors. • **Reading:** Article on cultural competency in healthcare. • **Writing:** Essay: "How cultural differences affect medical practice." • **Speaking:** Role-play: Overseas doctor communicating with patients. **Quiz 2**	3
9	**Unit 14 Symptoms and signs** • **Listening:** Audio on recognizing symptoms. • **Reading:** Case studies on patient symptoms. • **Writing:** Charting symptoms for a fictional patient. • **Speaking:** Role-play: Doctor-patient dialogue on symptoms. **Unit 15 Blood** • **Listening:** Lecture on the circulatory system. • **Reading:** Text on blood components and functions. • **Writing:** Explanation of a blood test result. • **Speaking:** Pair discussion: "The importance of blood donation." **Supplementary material and class practice** • Group activity: Diagnosing a patient based on symptoms and signs. • Vocabulary practice: Medical terms related to blood.	3
10	**Unit 16 Bones** • **Listening:** Podcast on bone health. • **Reading:** Text on common bone disorders. • **Writing:** Summary of a bone-related condition. • **Speaking:** Role-play: Doctor explaining a fracture to a patient. **Unit 17 Childhood** • **Listening:** Audio on pediatric care. • **Reading:** Article on childhood development milestones. • **Writing:** Reflection: "How childhood health affects adulthood." • **Speaking:** Group discussion: "Challenges in pediatric care." **Supplementary material and class practice**	3

	• Case study: Pediatric patient diagnosis. • Vocabulary game: Terms related to childhood health.	
11	**Unit 18 The endocrine system** • **Listening:** Lecture on hormones and their functions. • **Reading:** Text on endocrine disorders. • **Writing:** Explanation of one endocrine-related condition. • **Speaking:** Pair discussion: "How hormones affect behavior." **Unit 19 The eye** • **Listening:** Video on the anatomy of the eye. • **Reading:** Article on common eye conditions. • **Writing:** Explanation of an eye examination procedure. • **Speaking:** Role-play: Optometrist explaining test results. **Supplementary material and class practice** • Group activity: Diagnosing eye conditions. • Vocabulary quiz: Terms related to the eye.	3
12	**Unit 20 The gastrointestinal system** • **Listening:** Lecture on digestive health. • **Reading:** Text on common gastrointestinal disorders. • **Writing:** Short essay: "The importance of gut health." • **Speaking:** Group discussion: "How diet impacts the digestive system." **Quiz 3**	3
13	**Unit 21 Gynocology** • **Listening:** Podcast on women's health. • **Reading:** Article on reproductive health. • **Writing:** Explanation of a gynecological procedure. • **Speaking:** Role-play: Doctor counseling a patient on reproductive health. **Unit 22 The heart and circulation 1** • **Listening:** Lecture on cardiovascular health. • **Reading:** Text on heart anatomy and functions. • **Writing:** Summary of a cardiovascular condition. • **Speaking:** Pair discussion: "Preventing heart disease."	3

	Supplementary material and class practice • Case study: Diagnosing a cardiovascular condition. • Vocabulary practice: Terms related to the heart.	
14	**Unit 23 The heart and circulation 2** • **Listening:** Audio on advanced heart conditions. • **Reading:** Article on heart surgeries. • **Writing:** Reflection: "The role of technology in heart health." • **Speaking:** Group presentation: "Improving cardiovascular health." **Unit 24 Infections** • **Listening:** Lecture on infection control. • **Reading:** Text on common infectious diseases. • **Writing:** Explanation of infection prevention measures. • **Speaking:** Role-play: Doctor explaining infection risks to a patient.	3
15	**Review +Final exam** • Comprehensive review of all units. • Final exam: Written Examination	3

Disclaimer:

The above teaching schedule and content are subject to modification and adjustment based on circumstances, such as combining writing tasks over two weeks or adapting topics to align with students' progress, interests, and needs. Flexibility will be maintained to ensure effective learning outcomes.

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	**M1**	**M2**	**M3**	**M4**
T1. Lectures and group discussions	✓	✓	✓	✓
T2. In-class and out-of-class practice and workshops	✓	✓	✓	✓
T3. Knowledge- and practice- based assignments and tests	✓	✓	✓	✓

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Class participation and performance	20%	M1-M4
A2. Quizzes	30%	M1-M4
A3. Written Assignments	10%	M1-M4
A4. Final exam	40%	M1-M4

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

Any students scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

MARKING SCHEME

A (Excellent):

Language Accuracy: Demonstrates exceptional command of grammar, vocabulary, and sentence structure in medical contexts. Consistently uses accurate medical terminology and appropriate language.

Medical Communication Skills: Communicates effectively and confidently in medical contexts, displaying clarity, coherence, and appropriateness. Demonstrates excellent listening and speaking skills.

Reading and Writing Skills: Shows a high level of comprehension and analysis of medical texts. Produces well-structured, coherent, and contextually appropriate written work.

Translating Skills: Accurately and effectively translates medical information from English to the target language, maintaining the intended meaning and tone of the original text.

Critical Thinking and Analysis: Demonstrates exceptional ability to analyze and interpret medical information, research findings, and case studies. Applies medical knowledge effectively.

B (Good):

Language Accuracy: Displays a strong command of grammar, vocabulary, and sentence structure in medical contexts. Uses medical terminology accurately and appropriately.

Medical Communication Skills: Communicates effectively in medical contexts, with generally clear and coherent communication. Shows good listening and speaking skills.

Reading and Writing Skills: Demonstrates good comprehension and analysis of medical texts. Produces well-structured and coherent written work with few errors.

Translating Skills: Translates medical information accurately, maintaining the intended meaning and tone of the original text.

Critical Thinking and Analysis: Shows good ability to analyze and interpret medical information, research findings, and case studies. Applies medical knowledge appropriately.

C (Fair):

Language Accuracy: Demonstrates a satisfactory command of grammar, vocabulary, and sentence structure in medical contexts. Uses medical terminology with some accuracy.

Medical Communication Skills: Communicates adequately in medical contexts, with occasional clarity and coherence issues. Shows satisfactory listening and speaking skills.

Reading and Writing Skills: Displays satisfactory comprehension and analysis of medical texts. Produces written work that is generally coherent but may contain some errors.

Translating Skills: Translates medical information with some accuracy, but may occasionally miss nuances or tone of the original text.

Critical Thinking and Analysis: Demonstrates satisfactory ability to analyze and interpret medical information, research findings, and case studies. Applies medical knowledge adequately.

D (Pass):

Language Accuracy: Demonstrates basic understanding of grammar, vocabulary, and sentence structure in medical contexts. May have frequent errors and struggles with medical terminology.

Medical Communication Skills: Communicates with some difficulty in medical contexts, with limited clarity and coherence. Shows limited listening and speaking skills.

Reading and Writing Skills: Displays limited comprehension and analysis of medical texts. Produces written work that may lack coherence and contain significant errors.

Translating Skills: Translates medical information with limited accuracy, often missing important details or meaning.

Critical Thinking and Analysis: Demonstrates limited ability to analyze and interpret medical information, research findings, and case studies. Applies medical knowledge with difficulty.

F (Fail):

Language Accuracy: Demonstrates inadequate understanding of grammar, vocabulary, and sentence structure in medical contexts. Struggles with basic medical terminology.

Medical Communication Skills: Communicates with significant difficulty in medical contexts, lacking clarity and coherence. Shows poor listening and speaking skills.

Reading and Writing Skills: Displays poor comprehension and analysis of medical texts. Produces written work that lacks coherence and contains numerous errors.

Translating Skills: Translates medical information with significant inaccuracies, often failing to convey the intended meaning or tone.

Critical Thinking and Analysis: Demonstrates poor ability to analyze and interpret medical information, research findings, and case studies. Fails to apply medical knowledge effectively.

REQUIRED READINGS

Glendinning Eric H. and Ron Howard. (2007) *Professional English in Use: Medicine*. Cambridge: Cambridge University Press.

(Also available as: 《劍橋醫學英語》，人民郵電出版社, 2010, ISBN 978-7-115-22122-3）.

REFERENCES

李清華（2015）,《醫學英語實用翻譯教程》，北京：世界圖書出版社。

吳克蓉（2012），《醫學英語視聽說教程》，上海：世界圖書出版社。

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.