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Course to be globalized: EFL 050 English for Specific Purposes

Course Description: This course will provide instruction in academic and professional language skills for non-native speakers of English. Emphasis is placed on development of integrated language skills for use in studying a particular content area. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular topic area. The content area for this particular course is Academic English for Health Technologies.

Module Description: This module will focus specifically on health topics relating to Complementary and Alternative Medicine (CAM), infectious diseases and prevention, healthcare systems, and the aging population. Students will explore these topics on a global scale pulling from their own backgrounds and their experiences both from their home countries and from the United States whereby providing a comparative analysis with the countries of South Africa, Tanzania, and Sierra Leone. Through these explorations, students will both gain both content knowledge and enhance their academic vocabulary relating to the topics.

Global Learning Module Goals
1. Students will be able to examine similarities and differences between health practices and systems used in the U.S., the world, and target African countries.
2. Students will be able to investigate various health-related topics such as elderly care, complementary and alternative medicine, and disease prevention and control in target African countries.
3. Students will be able to enhance academic vocabulary with terminology as it relates to global health topics.

Global Student Learning Activities:

1. Topic: Complementary and Alternative Medicine (CAM)

Objective: Students will learn that complementary and alternative medicine (CAM) are utilized and incorporated differently as approaches to care in the U.S. and the target region. Through class activities, homework, and group project research, student learning outcomes are:
- to apply college-level and content-based academic vocabulary in written assignments, projects, homework, and class work;
- to comprehend information presented in assigned readings given a purpose for reading and guiding questions;
- to generate written responses and presentations to assigned prompts that adhere to Standard Academic English;

- to gain an understanding of various types of CAM, approaches of use, and mindsets for incorporating or using CAM; and
- to produce comprehensible and professional oral presentations, which adhere to Standard Academic English.

Target vocabulary: complementary medicine, alternative medicine, traditional medicine, western medicine, cosmopolitan medicine, biomedical, mainstream, integrative approach, natural products, holistic medicine

Activity description: Create a group presentation to compare and contrast CAM in U.S. and region-specific cultures. Groups will choose one type of CAM from the U.S. and one type of CAM from the target culture for the compare and contrast analysis.

Procedure:

Students will read about African traditional medicine from an African perspective to glean a basic understanding of traditional medicine used in African cultures and how it is valued by those cultures. Then students will complete a short writing assignment in which they consider their own experiences with CAM either in the U.S. or from their own home cultures. If possible, students will be invited to bring any CAM-related materials they use or their family uses to share with the class. Students will have another chance to learn about traditional medicine from a South African *sangoma*'s (healer's) perspective to gain a well-rounded view of the importance and roots of traditional medicine in the culture. There will be class discussion to make connections and reflect on the readings as well as share personal experiences. A lecture will provide a more structured approach to CAM in the U.S. and in the target region.

Assignment:

Students will work in small groups to research CAM used in the U.S. and CAM used in the target region. They will look for similarities and differences as it relates to how CAM is incorporated in the culture and healthcare system, examples of CAM and uses, effectiveness, popularity, and value to the people of the different regions. They will select one type of CAM used in the U.S. and one type of CAM used in the target region for the presentation. They will be assessed by the comprehensiveness of their compare/contrast analysis, the ability to present the analysis using target language, and the presentation skills.

Evaluation of Performance: Task – Presentation Rubric

Resources:
- Arazeem Abdullah, A. (2011) Trends and Challenges of Traditional Medicine in Africa. *African Journal of Traditional, Complementary and Alternative Medicines* 8(5): 115-123. doi: 10.4314/ajtcam.v8i5S.5.
- Complementary and Alternative Medicine (CAM) Overview. (2016) *WebMD*. Retrieved from http://www.webmd.com/balance/whatisalternativemedicine.

- Complementary, Alternative, or Integrative Health: What's In a Name? (2016) *National Center for Complementary and Alternative Health*, US Department of Health and Human Services. Retrieved from https://nccih.nih.gov/health/integrative-health#cvsa.
- Nkabinde, N.Z. (2009) Chapter 1: Life and Death in *Black Bull, Ancestors and Me: My Life as a Lesbian Sangoma*, Jacana Media. ProQuest Ebook Central, Retrieved from http://ebookcentral.proquest.com/lib/durhamtech-ebooks/detail.action?docID=946095

*Please note: Students will conduct their own research on US and African CAM to make comparisons and contrasts for the presentation.

2. Topic: Diseases

Objective: Students will investigate and deliver a TED-talk style presentation about a communicable disease in the target region(s) including a description of the disease, key measures of its effects on the population, and one way to manage prevention and control the disease. Through class activities, homework, and project research, student learning outcomes are:

- to apply college-level and content-based academic vocabulary in written assignments, projects, homework, and class work;
- to use prescribed research and reading strategies to guide research and inform on the topic;
- to formulate oral responses and presentations, which adhere to Standard Academic English and are coherent;
- to gain an understanding of various measures and statistics as it relates to disease-based world health information; and
- to produce comprehensible and professional oral presentations, which adhere to Standard Academic English.

Target vocabulary: infectious disease, communicable disease, transmissible disease, carrier, immune system, pathology/-ist, symptoms, diagnosis, treatment, epidemic, affect/effect, prevention, control, vaccine, statistics, measures

Activity Description: Create a TED talk, which highlights an infectious disease from the target region and proposes a solution for treatment, prevention, and/or control.

Procedure:

In this part of the module, students will gain an understanding of different communicable diseases that affect the target region. The students will begin by learning terminology related to diseases. They will then have an opportunity to research diseases that interest them from a clinical or global health perspective and share their findings in a short writing assignment. Students will then be introduced to diseases in a short lecture and watch a few videos that demonstrate the impacts communicable diseases can have on people and communities in Togo and Nigeria. This will be followed by a class discussion so that students may speak about what they have seen, researched, experienced, or witnessed as it relates to communicable diseases. This will also give them chances to apply new vocabulary in oral practice.

To prepare students for their assignment, there will be an introduction to the TED Talk project task and rubric. Students will be assigned or select a country (South Africa, Tanzania, or Sierra Leone) for the

project. The instructor should introduce commonly found communicable diseases as a starting point for students and offer resources or research strategies to help students find which diseases may currently affect their target country populations. If possible, it would be helpful for students to spend time with a librarian or have a focused research session as a class with a librarian to learn more about research strategies for this topic or for future topics. Students will have time to watch different TED Talks to analyze the style presenters use in these types of presentations. There will also be time to prepare and practice their presentations in class.

Assignment:

Students will work individually to research diseases used in the in the target region. They will look for an infectious disease, which causes a significant impact to the population. Once the topic is selected for presentation, the student will be responsible for providing a detailed description of the disease, its effects on the population, and propose a solution for treatment, prevention, and/or control. They will be assessed by the thoroughness of their presentation, the ability to present using target language, and the presentation skills.

Evaluation of Performance: Task - TED Talk Rubric

Resources:
o Chung, Wendy. (2014, March) *Autism – what we know (and what we don't know yet)* [Video file]. Retrieved from https://www.ted.com/talks/wendy_chung_autism_what_we_know_and_what_we_don_t_know_yet.
o *Gift of Sight – River Blindness*. (2011, January 10). [Video file] Retrieved from https://www.youtube.com/watch?v=Pze0EpGwDlE
o *Infectious Diseases – An Introduction*. (2017) [Video file] Retrieved from https://youtu.be/9axOFtPqS0c.
o Myhrvold, Nathan. (2010, February) *Could this laser zap malaria?* [Video file]. Retrieved from https://www.ted.com/talks/nathan_myhrvold_could_this_laser_zap_malaria#t-322238.
o *Nigeria Launches Coordinated Plan to Eliminate Malaria and Lymphatic Filariasis*. (2014, February 17) [Video file]. Retrieved from https://www.youtube.com/watch?v=uviglebTV1M.
o Shaikh, Alanna. (2012, June) *How I'm preparing to get Alzheimer's*. [Video file]. Retrieved from https://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimer_s.
o *What's your job – pathologist*. (2015, January 23). [Video file]. Retrieved from https://youtu.be/qPavg3bA3kk.
*Please note: Students will conduct their own research on (target region) diseases for the presentation.

3. Topic: Health Care Systems (Part I)

Objective: Students will gain an understanding of the four major types of global healthcare systems and research a specific country's healthcare system in the target region. Through class activities, homework, and project research, student learning outcomes are:
  ▪ to apply college-level and content-based academic vocabulary in written assignments, projects, homework, and class work;

- to use prescribed research and reading strategies to guide research and inform on the topic; and
- to generate written responses and presentations to assigned prompts that adhere to Standard Academic English.

Target vocabulary: healthcare system, healthcare model, Beveridge model, Bismarck model/social health insurance model (SHI), national health insurance model/government insurance model, out-of-pocket model, singer-payer, socialized medicine, private-sector providers, for-profit/not-for-profit, premiums, co-pay

Activity description: Weigh the pros and cons of the world's primary healthcare models in order to gain an understanding of the current debate over healthcare reform in the U.S. Write a summary-analysis-response essay as a way to consider US healthcare reform and develop opinions to debate on the topic as well.

Procedure:

This is a two-part topic series where students will start by learning about the 4 basic healthcare system models. They will read about the models and then watch the documentary *Sick Around the World* to learn more about global healthcare systems. Students will consider their home country's healthcare system and its pros and cons. This background knowledge will be engaged both during lecture and discussion due to the challenging nature of the topic. The students will also have an opportunity to read more about the best health care systems in the world and through the interactive newspaper article from *The New York Times*, be able to share their own opinions through an online poll. The class will discuss their opinions and prepare for a debate on healthcare reform in the US. In addition, they will complete a writing assignment to reflect on the 4 healthcare models as possible models for healthcare reform in the US.

Assignment:

As a result of lectures, reading, research, and discussions, students will individually reflect on the information gleaned from the topic and produce a written summary-analysis-response related to healthcare reform in the United States. The follow-up will be a group debate on the topic of healthcare reform.

Evaluation of Performance: Tasks - Summary-analysis-response essay assignment rubric and debate rubric

Resources:
- *Blame Big Pharma for Out-of-Control Health Care Costs: A Debate*. (2016, December 25) [Video file] Retrieved from https://login.proxy055.nclive.org/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=107014&xtid=124512.
- Carroll, A.E. & Frakt, A. (2017, September 18) The best health care system in the world: which one would you pick? *The New York Times*, Retrieved from

https://www.nytimes.com/interactive/2017/09/18/upshot/best-health-care-system-country-bracket.html.

o Schneider, E.C., Sarnak, D.O., Squires, D., Shah, A., & M.M. Doty. (2017, July) Mirror, Mirror 2017: International Comparison Reflects Flaws and Opportunities for Better Healthcare in the US. Retrieved from http://www.commonwealthfund.org/interactives/2017/july/mirror-mirror/.

o Reid, T.R. (2009) Health Care Systems --The Four Basic Models in *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care.* Frontline, PBS.org. Retrieved from https://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/countries/models.html.

o Reid, T.R. (2009) *Sick Around the World*. [Video file] Retrieved from https://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/

4. Topic: Aging Population and Healthcare Systems (Part II)

Objective: Students will study how to analyze demographic statistics relating to populations as a means to extract data on the aging population of the target region. In addition, students will consider the aging statistics and consider which healthcare system model might work best to suit the needs of the aging population. Through class activities, homework, and project research, student learning outcomes are:

- to apply college-level and content-based academic vocabulary in written assignments, projects, homework, and class work;
- to use prescribed research and reading strategies to guide research and inform on the topic;
- to formulate oral responses and presentations, which adhere to Standard Academic English and are coherent;
- to gain an understanding of various measures and statistics as they relate to aging populations; and
- to produce comprehensible and professional oral presentations, which adhere to Standard Academic English.

Target vocabulary: aging/ageing, elderly, geriatrics, gerontology, demographics, life expectancy, longevity, mortality, gain, stagnate, decline, (cause of) death, palliative care, hospice

Activity description: Small groups will research aging populations of South Africa, Tanzania, and Sierra Leone utilizing prescribed research tools and resources to find demographic statistics and draw conclusions on the aging population and accessible care for elders in the target country. As a result of this analysis, each group will select a healthcare system for healthcare reform that would best address the needs of the aging population.

Procedure:

In the second part on the topic of healthcare systems, students will use the aging population as a focus study group for analytical research in the target region. This focus will provide a means for considering reform for the current healthcare system in a country within the target region. Students will first begin by researching the aging population in the US and the needs of this group from a societal and healthcare perspective. This will provide students with a basis for comparison with the target region.

Time will be spent in class learning how to find statistics of the aging population in the US and learning how to analyze those statistics as a model for their own research of the target region. Selected credible resources will be used such as the US Census Bureau and *Atlas of Africa Health Statistics*. Students will discuss the information and make connections to elderly care and how healthcare models provide care to the aging population. Then students will be introduced to the poster presentation project, select a country as a focus, and get in groups to start their exploration. Follow up activities will include time for research, written work to reflect on findings, poster presentation expectations and strategies, and group work on posters.

Assignment:

In groups, students will create posters to display an overview of the aging population of the chosen country and their proposal for healthcare reform. Posters will be presented during an exhibition in class similar to a gallery walk.

Evaluation of Performance: Task - Poster Presentation rubric

Resources:
o African Health Observatory. (n.d.). *Atlas of Africa Health Statistics.* World Health Organization. Retrieved from http://www.aho.afro.who.int/en
o GBD 2015 Mortality and Causes of Death Collaborators. Global, Regional, and National Life Expectancy, All-Cause Mortality, and Cause-Specific Mortality for 249 Causes of Death, 1980 – 2015: A Systematic Analysis for the Global Burden of Disease Study 2015. Retrieved from http://thelancet.com/pdfs/journals/lancet/PIIS0140-6736(16)31012-1.pdf.
o Mather, M. (2016, January 13). Fact Sheet: Aging in the United States. Retrieved from https://www.prb.org/aging-unitedstates-fact-sheet/.

o United States Census Bureau Newsroom (2018, March 13). *Older People Projected to Outnumber Children for First Time in U.S. History.* Retrieved from https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html.
*Please note: Students will conduct their own research on (target region) aging demographics for the poster presentation.

References

English as a Foreign Language, EFL 050 (2017). Combined Course Library. *NC Community Colleges*. Retrieved from https://webadvisor.nccommunitycolleges.edu/WebAdvisor/WebAdvisor?TOKENIDX=6716601078&SS= 1&APP=ST&CONSTITUENCY=WBAP.