

# Upgrading Teachers of Victoria de Girón Faculty of Medicine about the Tendencies in EFL Teaching

Authors:

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# Teachers responsibilities in medicine students' learning

- prepare and present students lessons that will enable them to learn the skills in the field of medicine and concepts contained in their curriculum
- use in teaching the technology tools at their disposal to give students the possibility of developing the four language skills (reading, listening, speaking, writing), providing constant feedback
- allow students to develop learning strategies that generate personal and group benefit

# Course: The Teaching of Professional English in Medicine

Professional skills that should be developed in medical students making emphasis on:

- *Effective Communicators and Team Members*
- *Socially Responsible and Engaged in their Communities.*

## Professional English



This course is an opportunity for English teachers to prepare themselves to foster the doctor our society needs. A doctor capable of giving integral medical attention to children, adolescents, adults, pregnant women, and elderly. To prevent and cure diseases by means of prophylactic actions to protect individual, familiar and social health and the application of

diagnoses as a scientific method to solve health problems of individuals, family and the community.

ICBG: Victoria de Girón

Trainer: MSc. Viviam Batista Pérez

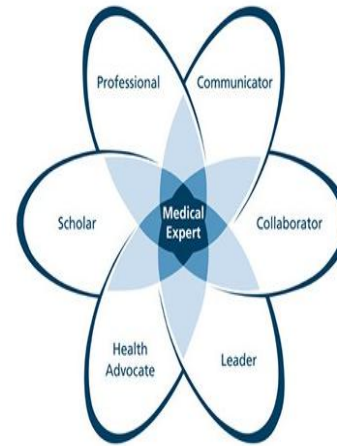
Online delivery

Benefited: 15 teachers of the English department

# Concepts

- Capacity of medical students to communicate effectively with others orally, in writing, using ICTs and to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts.
- The use of smartphones
- The use of moodle for teaching

## Professional skills that should be developed in medicine students. Edit



- Highlighting the skills required for successful, lifelong professional development for medicine students in their future profession.

- Suggesting strategies and methodologies that can assist in the acquisition of professional development skills again for you and your students as well.

# TYPE OF CASCADING ACTIVITY

- Workshops: to bone by means of the virtual classroom of the faculty where teacher exchange their ideas about the concepts stated before

Setup phase	Submission phase	Assessment phase	Grading evaluation phase	Closed
Current phase	Switch to the submission phase	Switch to the assessment phase	Switch to the evaluation phase	Close workshop
<ul style="list-style-type: none"><li>✓ Set the workshop description</li><li>✗ Provide instructions for submission</li><li>✓ Edit assessment form</li><li>✓ Switch to the next phase</li></ul>	<ul style="list-style-type: none"><li>✓ Provide instructions for assessment</li><li>✓ Allocate submissions expected: 0 submitted: 0 to allocate: 0</li></ul>		<ul style="list-style-type: none"><li>✓ Calculate submission grades expected: 0 calculated: 0</li><li>✓ Calculate assessment grades expected: 0 calculated: 0</li><li>✓ Provide a conclusion of the activity</li></ul>	

## Description



As an English teacher at a medical faculty you can make a great influence on your students' professional skills development. Please, consult the professional profile for medical studies and concentrate on the functions your students must fulfil once they graduate. Do you find after studying the resource *Griffith Graduate Attributes* the skills mentioned on it are important for your students? In what sense? Explain please.

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