UNIVERSIDAD DE CHILE
FACULTAD DE MEDICINA
ESCUELA DE POSTGRADO

CURSO DE POSTGRADO

WRITTEN AND ORAL COMMUNICATION SKILLS IN SCIENTIFIC ENGLISH

Nombre Curso

SEMESTRE 1º **AÑO** 2026

PROF. ENCARGADO COORDINADOR	Lisette Leyton, PhD	7.418.238-0
	Nombre Completo	Cédula Identidad

English Program, Faculty of Medicine, University of Chile
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UNIDAD ACADÉMICA

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TIPO DE CURSO *Complementario*

(Básico, Avanzado, Complementario, Seminarios Bibliográficos, Formación General)

CLASES	**…09… HRS.**
SEMINARIOS	**…09… HRS.**
PRUEBAS	**…..8……HRS.**
TRABAJOS	**…128….HRS.**

Nº HORAS PRESENCIALES	*0*
Nº HORAS NO PRESENCIALES	*128*
Nº HORAS TOTALES	***150***

CRÉDITOS *5*

(1 Crédito Equivale a 30 Horas Semestrales)

CUPO ALUMNOS	*5*	*10*
	(N° mínimo)	(N° máximo)

PRE-REQUISITOS *Ser alumno del Doctorado en Ciencias Biomédicas o Médicas. Leer y entender Inglés científico. Nivel intermedio de Inglés (B1-B2)*

INICIO *10 de Abril 2026* **TERMINO** *26 de June 2026*

DIA/HORARIO POR SESION *Viernes* **DIA / HORARIO POR SESION** *14:00 a 16:00 hrs.*

LUGAR *Zoom Sessions*

Escuela De Postgrado (Sala a determinar) u otro lugar

METODOLOGÍA

Students will be exposed to a series of scientific talks and articles, critique, and abstract writing. Analysis and discussion of style and pronunciation issues and difficulties will follow using a series of exercises and tasks.
The course will use a top-down and a bottom-up methodology, allowing students to learn from the examples given for them to produce their own pieces of scientific communication samples. The written and oral tasks will receive feedback by the Professors and the students, so that awareness of most common problems in the production of written and oral scientific English is developed, and communication is thus improved.

EVALUACIÓN (INDICAR % DE CADA EVALUACION)

Students will be evaluated as follows- a) listening quizzes (10%); b) written critique (20%); c) written abstract (20%); d) preparation and participation in Talks (25%); f) final oral and written exam (25%).
Attendance to 90% of the evaluated tasks is required to pass the course.

PROFESORES PARTICIPANTES (INDICAR UNIDADES ACADEMICAS)

Profesor encargado de curso
Dr. Lisette Leyton, Centro CEMC- ICBM, Facultad de Medicina,

Profesores invitados:
Dr. Andrew Quest, Centro CEMC- ICBM, Facultad de Medicina.
Dr. Miguel O'Ryan, ICBM, Facultad de Medicina, Universidad de Chile
Dr. Fabiola Osorio, ICBM, Facultad de Medicina, Universidad de Chile
Dr. Mariana Cifuentes, INTA, Universidad de Chile
Dr. Brigitte Van Zundert, Center for Biomedical Research, Facultad de Ciencias Biológicas and Facultad de Medicina, Universidad Andres Bello

Coordinador Docente:
Dr. Octavio Orellana, Comisión Chilena de Energía Nuclear

DESCRIPCIÓN

The aim of this course is to provide students with the linguistic tools to improve the written and oral communication of their scientific research in English. Emphasis will be on the essential structural patterns for the appropriate writing of scientific related documents such as critiques and abstracts. Also, the course aims at developing some listening skills strategies, which are key to improving the pronunciation of words and expressions that are difficult for Spanish speakers when communicating their research.

The course will be based on real samples of articles, abstracts, and scientific talks given by invited Professors from the Faculty of Medicine and other institutions, whose native language is English or who publish and speak English at an advanced level.

Improvement plan: The Flipped classroom methodology has been adopted for this course. This modality offers the advantage of giving the students time to watch the video classes as many times as necessary. Therefore, they can process the information at their own rhythm. In addition, because the flipped classroom methodology works very well with an online modality, the course will continue with virtual classes.

OBJETIVOS

This is the first of two courses of the English Program for Ph.D. students of the Faculty of Medicine, intended for those that have intermediate English level. It aims to develop and improve English proficiency in students whose native language is not English; to help them communicate about the work they perform as scientists. The specific aims are:

1. To give students knowledge about the correct use of English.
2. To practice writing skills at the sentence and paragraph level.
3. To practice oral skills by participating in discussions of scientific English.
4. To practice listening and speaking skills to improve communication of scientific research.

CONTENIDOS/TEMAS

Two Written tasks:
Written task 1: to write a critique of a paper
Written task 2: to write an abstract of a paper

Listening exercises and tests

Five Oral tasks managed by the invited Professors:
Oral Task 1: Dr M Cifuentes
Oral Task 2: Dr A Quest
Oral Task 3: Dr. Fabiola Osorio
Oral Task 4: Dr B Van Zundert
Oral Task 5: Dr M O'Ryan

BIBLIOGRAFÍA BÁSICA

1. Elaine Walker, Steve Elsworth. Grammar Practice for Upper Intermediate Students with key. *Pearson Educational Limited* 2000.

2. Maggie Sokolik. Principles of Written English. *Wayzgoose Press*. 2013

3. Anne E. Green. Writing Science in Plain English. *The University of Chicago Press*, 2013.

BIBLIOGRAFÍA RECOMENDADA

1. Scott L. Montgomery. The Chicago Guide to Communicating Science. *The University of Chicago Press*, 2003.

2. Dale J. Benos, Kevin L. Kirk, and John E. Hall. How to Review a Paper. *Ad. Physiol. Edu.* 2003; **27**, 47-52.

3. Barbara J. Hoogenboom And Robert C. Manske. How to Write a Scientific Article. *Int J Sports Phys Ther*. 2012; **7**, 512–517.

4. Milivoj Boranic. How to Compose, Write and Publish a Scientific or Professional Communication*. Acta Inform Med*. 2016; 24, 416–418.

5. Jonathan B. Berk, Campbell R. Harvey and David Hirshleifer. How to Write an Effective Referee Report and Improve the Scientific Review Process. *The Journal of Economic Perspectives.* 2017; **31**, 231-244

6. Péter Pongrácz, Irene Camerlink. How to review manuscripts? A cornerstone for peer-review journals, *Applied Animal Behaviour Science*, 2021; **240**, 105352. https://doi.org/10.1016/j.applanim.2021.105352

7. Scholz, F. Writing and publishing a scientific paper. *ChemTexts* 2022; **8**, 8. https://doi.org/10.1007/s40828-022-00160-7

CALENDARIO DE ACTIVIDADES

(A continuación señalar: Descripción de la actividad, fechas, horas presenciales y no presenciales y Profesores a cargo)

FECHA	HORAS PRESENCIALES	HORAS NO PRESENCIALES	DESCRIPCION ACTIVIDAD	PROFESOR
Friday April 10	2	8	Introduction to the Course: flipped classroom & Cornell's Notes video, listening exercise video, participation in seminars Videos: Listening & Cornell's notes Homework: Cornell's note on OT1 (Th 23:59)	Leyton Orellana
Friday April 17	2	10	Oral Task 1. Analysis/discussion of a scientific paper Introduction to critique writing video Discussion Q&A (prior videos) Listening practice 1 Videos: Critique writing Homework: Prepare the first critique draft (Wd 23:59)	Leyton Orellana Cifuentes
Friday April 24	2	10	Discussion Q&A (prior video). Critique writing (session 1). Listening quiz 1. Practice ongoing discussion. Videos: Grammar & Pronunciation tips. Homework: Work on critique draft (Wd) Cornell's note on OT2 (Th 23:59)	Leyton Orellana
Friday, May 08	2	12	Oral Task 2. Analysis/discussion of a scientific paper Discussion Q&A (prior video) Critique writing (session 2) Videos: None Homework: Work on Final Critique writing	Leyton Orellana Quest
Friday, May 15	2	10	Introduction to abstract writing video Listening quiz 2. Practice ongoing discussion Videos: Abstract Writing. Homework: Prepare first abstract draft (Wd). Prepare for OT3	Leyton Orellana
Friday May 29	2	15	Oral Task 3. Analysis/discussion of a scientific paper Discussion Q&A (prior video) Abstract writing (session 1) Videos: none Homework: Work on abstract draft (Wd) Submission of Final Critique (Th 23:59)	Leyton Orellana Osorio
Friday June 05	2	10	Abstract writing (session 2) Listening quiz 3. Practice ongoing discussion Videos: none Homework: Work on Final Abstract writing (Wd). Prepare for OT4	Leyton Orellana

Friday June 12	2	12	Oral Task 4. Analysis/discussion of a scientific paper Final Abstract writing session Listening quiz 4. Ongoing discussion Videos: none. Homework: prepare for OT5	Leyton Orellana Van Zundert
Friday June 19	2	15	Oral Task 5. Analysis/discussion of a scientific paper Listening test 5. Ongoing discussion Exam preparation. Videos: none. Homework: Submission of Final Abstract (Th 23:59)	Leyton Orellana O'Ryan
Friday June 26	2	12	Exam	Leyton Orellana

Black : Class
Red : Listening exercises
Green: Watch for next class
Blue : Oral Tasks (OT)
Purple: Prepare for next class