

The three micro-modules produced with funding from the micro-module courseware development grant aim to enrich the language education courses and the communicative competence of medical students at CUHK by providing self-contained online modules, which can be integrated into face-to-face classroom courses as a flipped component or accessed independently for self-study or revision. The modules have enriched the course offerings of ELTU 3017 English for MBChB programme and ELTU 2016 English for Medicine by catering to learners' needs and through allowing teachers to flip the classroom, freeing up time for application and practice.

The project facilitated the development of theme-based micro-modules for inclusion in newly developed courses for third year students on the MBChB students and second year students from the disciplines of nursing, pharmacy and bio-medical science. The topics covered in the micro modules, the common medical interactions of *Taking a Patient's History* and *Breaking Bad News in a Clinical Setting* and the formation and acquisition of medical terminology, were chosen for the following reasons: these require i) significant time to develop a high level of communicative competence (micro-modules 1 and 2) and, ii) a deep linguistic understanding of medical terminology for study and professional settings (micro-module 3).

The first two micro-modules of the project aimed to familiarize students with the general framework and expected language structures to take a patient's history and break bad news. The modules focused on communicative competence, as demonstrated in appropriate language use, non-verbal communication and developing a deeper understanding of the role of empathy in doctor-patient interactions. The last micro-module aimed to familiarize students with the formation and meaning of medical terminology by analyzing constituent parts. The module also aimed to support independent learning by advocating strategies for vocabulary retention.

Initial feedback from testers and students suggests that the three modules have been well received. Overall, the use of multi-media and interactive quiz items with full feedback was considered effective and engaging. While the modules can be used for self-directed learning, integrating them into courses has significantly increased the amount of time available to consolidate and apply learning, to receive feedback for further improvement and to build confidence in student's communicative competence and discipline related language knowledge. Drawing on e-learning pedagogy, the project and the associated learning amongst the development team may provide useful groundwork for peers wishing to open up opportunities for language learning outside the classroom while catering to diverse learner needs.