HELP   HEALTHCARE ENGLISH LANGUAGE PROGRAMME
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HELP_O2_Good Practice Exercises_General Comments

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Introduction:

This document is the starting point to focus our work on a detailed preparation of **Good Practice Exercises**, which will lead to **Modular Structure arrangements**.

Before I send you separate files with concrete examples of Good Practice Exercises I would like to work with you on general rules to be applied when creating self-developed educational materials. Ideas presented here shall serve as a supplement to *HELP Learning Programme Development - Style Guide*.

What is expected from healthcare staff?

- ability to communicate effectively, even under pressure, with patients and hospital staff (when working abroad and in medical tourism)
- communicate via oral and written means
- safe practice and high standards of professional knowledge
- ethical sensitivity and intercultural competence
- ability to work with other healthcare professionals
→ that they overcome communication barriers (even if the barriers are of different source)

What linguistic abilities do we have to develop?

- effective **communication** in workplace environment (e.g. clarifying, asking for repetition, explaining lack of understanding → vocational expectations)
- listening for specific purposes
- reading for specific purposes
- functional writing skills for workplace environment (e.g. writing statements, orders, patient notes (status and changes in patient condition), referral letters, care plans, reports, using abbreviations, acronyms → **formulaic writing, templates to be used**)

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Communicative Competence in details:

The project's main idea is to create **EMP (English for Specific Purposes) materials** to develop communicative competence among healthcare staff and appropriately accomplish their communication goals.

The desired outcome of the language learning process is the ability to communicate competently, especially in the working field.

Communicative competence is made up of four competence areas: **linguistic, sociolinguistic, discourse**, and **strategic**.

- *Linguistic competence* is knowing how to use the grammar, syntax, and specialized medical vocabulary of a language.
  Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

- *Sociolinguistic competence* is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating and **intercultural background**.
  Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect towards colleagues or patients) when I need to? How do I know what attitude another person is expressing?

- *Discourse competence* is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.
  Discourse competence asks: How are words, phrases and sentences put together to create conversations and speeches in medical environment, in functional medical writing or in scientific articles?

- *Strategic competence* is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.
  Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

What do we have to teach?
- specialized (medical) terminology
- acronyms and abbreviations
- (medical) and nursing jargon (used between colleagues) → hospital terms
- everyday communication in healthcare (used in communication with patients)
- terms related to equipment and procedures (collocations)
- intercultural approach in healthcare

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Classification of linguistic competence according to the Common European Framework of Reference for Languages (CEFR):

The proposal defines language abilities on B1/B2 level according to the **Common European Framework of Reference for Languages. In order to have** a common and clear understanding of criteria we have to follow CEFR FRAMEWORK prepared by the Council of Europe (see the original document in Admin – All Files/O2 Design Phase – development of content structure/ HELP_Methodological Input).

B1/B2 abilities are generally defined as (*Global Scale Criteria*):

Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

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For more detailed information please check at CEFR FRAMEWORK (pages):

| pages 26-29 | • self-assessment grid – classifying understanding (listening, reading), speaking (spoken interaction and production), writing from A1-C2 |
| | • qualitative aspects of spoken language use – range, accuracy, fluency, interaction, coherence from A1-C2 |

pages 58-60, 74-82   • overall oral production and spoken interaction

pages 61-62, 83-84, 96   • overall written production and written interaction

pages 66-68   • overall listening comprehension

pages 69-71   • overall reading comprehension

How are we going to teach?

- Most of the units are separated thematically; thus every module should present a closed entity.

- **Good Practice Exercises** for separate competences shall be used in fragments, they should be individually chosen to suit the topic of the module and student's needs.

- As we received an official agreement to use **ICNP ®** for educational purposes on free basis – we might incorporate **ICNP ®** standards into materials development
- more information on how to work with **ICNP ®** in practice you will find at **HELP_Learning Programme Development_ICNP specification_final**, point 7 (**ICNP ®**– benefits for HELP)

- focus on a **communicative** aspect – listening and speaking to ensure safety in the workplace; we avoid academic language for the sake of authentic communication

- always remember about the Learner's needs and objectives to be reached (details in **HELP Curriculum structure for module development**)

- please note emotional, ethical and intercultural aspects

- present specific/medical vocabulary in an attractive way – use a variety of exercises to facilitate **memorization**!

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- note specific medical aspect of some lexical items; be careful with double meaning, e.g. "discharge" (secretions **or** the patient leaving hospital for home); "observations" (vital signs **or** overview of patient's general status)

- We might present rules for making the medical terms which describe medical equipment, diseases, disorders and medical procedures. Presenting Latin and Greek origin of medical words will strengthen understanding and reduce a tedious memorization process.

- choose key words list (from ICNP catalogues) for **IPA** transcription carefully; create exercises that would strengthen their understanding and memorization

- choose **30 expressions** for short lists of useful phrases that will end every module carefully (taken from ICNP catalogues)

- provide easily understood and short guidelines for your exercises

Materials:

- use **authentic** materials – texts, recordings, pictures, scenarios, templates of hospital documents (e.g. handover sheets, charts, reports)

  → remember to give the source!!! (details in *HELP Learning Programme Development - Style Guide*, points 3.3, 3.4)

REMEBER ABOUT INTELLECTUAL PROPERTY RIGHTS!!!

How to get them?

- trying to reach authentic materials (templates of hospital documents, recordings - if possible) directly from healthcare environment – Emma – contacting hospitals, healthcare facilities and healthcare personnel;

- using our own networks, e.g. asking an Erasmus+ medical student, colleague travelling abroad to bring some templates in;

- addressing colleagues to use their professional networks;

- addressing nursing associations and ICN to share their written materials which may be used for HELP didactic purposes

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Sources of texts:

* authentic medical texts – professional medical websites, medical journals, etc.
I present here some exemplary sources, also some helpful websites to create your own exercises.
You can find links to:
- acknowledged organizations
- medical sites
- nursing communities
Please note that addresses presented here are only my suggestions:-)

If you use any reliable sources (especially online), please recommend them to others:-)
- texts presented by ICN *(we asked for this in our Letter of Request, hopefully we get a positive answer on this:-))*
- http://www.who.int/en/ - World Health Organization
- http://www.euro.who.int/en/home - WHO Regional Office for Europe
- https://www.gov.uk/government/organisations/department-of-health - Department of Health, UK
- http://www.nmc.org.uk/ - official website of *Nursing and Midwifery Council*
- http://www.nhs.uk/Pages/HomePage.aspx - official website of *National Health Service*
- http://hubpages.com/topics/health/2155 - articles on health related issues
- http://www.bbc.com/news/health - articles on health related issues
- http://www.patient.co.uk/
- http://www.medscape.com/
- http://www.gpnotebook.co.uk/homepage.cfm - recommended:-)
- http://www.certifiedmedicalassistantworld.com/
- http://www.emedicinehealth.com/script/main/hp.asp - articles
- http://cyberlectures.indmedica.com/ - articles
- http://www.cehjournal.org/ - Community Eye Health Journal
- http://www.surgeryencyclopedia.com/ - The Encyclopedia of Surgery
- http://journals.rcni.com/journal/ns - Nursing Standard - recommended:-)
- http://www.nursingdegrees.com/ - Nursing Degrees
- http://allnurses.com/ - nursing community for nurses
- http://www.nursetogether.com/ - for nursing community
- http://amy47.com/ - Student Nursing Study Blog
- http://www.nursingassistanteducation.com/ - Nursing Assistant Education
- http://www.nursingceu.com/ - articles
- http://www.nursingtimes.net/
- http://typesofnurses.net/
- http://www.nursezone.com/
- http://www.freemedicaljournals.com/
- http://imn.ie – Irish Medical News
- http://imt.ie/ - Irish Medical Times
- http://irishhealth.com
- http://www.ncbi.nlm.nih.gov/pubmed - PubMed publications

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<u>* authentic medical texts adapted to the needs</u> / level of students (B1/B2) → **abridged texts**

Online tools for teachers:

➢   http://www.discoveryeducation.com/free-puzzlemaker/
➢   https://quizlet.com/ (e.g. to create flashcards)
➢   http://www.quia.com/
➢   http://www.toolsforeducators.com/
➢   http://www.toolsforenglish.com/ - recommended:-)
➢   http://www.tagxedo.com/ - word clouds
➢   http://www.skillscascade.com/ - materials to promote and support the teaching of communication skills in health care
➢   http://esl.about.com/ - teaching English as 2nd language
➢   http://geekymedics.com/ - to have a look at in your free time☺
➢   http://www.nursing411.org/ - videos with nursing procedures
➢   http://www.medicalvideos.org/ - short videos on medical topics

Online dictionaries – for medical field:

➢   www.thefreedictionary.com – online medical dictionary
➢   http://www.medicinenet.com/medterms-medical-dictionary/article.htm - dictionary
➢   http://visual.merriam-webster.com/ - visual dictionary
➢   http://medical-dictionary.thefreedictionary.com – medical dictionary
➢   http://www.mapharm.com/index.htm - Medical Assistant Pharmacology Review Online
➢   http://medical.yourdictionary.com/

All activities created using these tools can be used to practise medical terminology learning, such as:
* learning the terms in context
* learning the everyday equivalent term (communication!)
* ability to explain procedures to patients

If you use any other reliable online sources, please recommend them to others:-)

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Steps for materials development:

- **IDENTIFICATION –** by teacher and/or learner of a need to fulfil or a problem to solve by the creation of materials

- **EXPLORATION –** of the area of need / problem in terms of what language, meanings, functions, skills have to fulfilled

- **CONTEXTUAL REALISATION –** of the proposed new materials by finding suitable ideas, contexts/texts with which to work

- **PEDAGOGICAL REALISATION –** of materials by finding appropriate exercises, activities and writing appropriate instructions for use

- **PHYSICAL PRODUCTION –** of materials, involving consideration of layout, type size, visuals, reproduction, etc.

Some final thoughts:

- keep all the answers for your exercises – we will need them for structuring the guidebook for the learners (present the key) – it is still to be decided where the Key Section will appear, nevertheless we will need the answers:-)

- keep the scripts of all conversations (both for scenarios and listening tasks)

- we might collect a list of useful links to medical websites (dictionaries, ….) and present them after the last module. - it is still to be decided

References:

1. http://www.nclrc.org/essentials/goalsmethods/goal.htm
2. http://www.coe.int/t/dg4/linguistic/cadre1_en.asp
3. http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf