

VOLUME 31 • NO. 3 • SUMMER 2014

ENGLISH TEACHERS ASSOCIATION
SWITZERLAND

ETAS

Journal

ETAS

THE MAGAZINE FOR ENGLISH PROFESSIONALS



**SPECIAL SUPPLEMENT:
ENGLISH FOR MEDICAL PURPOSES**

ISBN 9771660650003



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Publisher: ETAS English Teachers Association, Switzerland
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Cover Art: Ceres Pioquinto
Autumn at the Murimooos
Palette knife oil painting on linen

Graphic Design: Ron Sumners
Sumners Graphics, Baar
email: layout@e-tas.ch

Printer: Heller Druck AG, Cham

ISSN: 1660-6507

Price for non-members: CHF 20.–

Circulation: 1200

Advertisements: To place an advertisement in ETAS publications,
please contact ETAS Administration, email: office@e-tas.ch

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14.00 – 16.00

If you are a current member of ETAS and want to join (or leave) a SIG, just contact **ETAS Administration**
email: office@e-tas.ch
(Please note that you need to have email access to join a SIG)

ETAS Office and Library in July and August

Our office and library will be closed from 7th to 17th August.

Flexible phone hours in July and August.

Please leave a message (024 420 32 54) or send an email (office@e-tas.ch).
Enjoy the summer!

Moving? We'd like to move with you!

Please let us have your new address BEFORE or right after you move.

Send an email to office@e-tas.ch or use the change of address form on page 64.

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Editor's Notes



From **Studying innocence**

By Roland Merullo

...
Only very rarely did I encounter a nineteen or twenty-year-old writer who had something to teach me about that craft. But, much more commonly I encountered aspiring young writers, or passionate students of literature, who had something to teach me about being human. At such moments, standing, as I was, in a position of power, of what I think of as "institutionalized respect", I found it difficult to do what any good student must do: open myself to the possibility of my own ignorance. From time to time, in the midst of doing my job as a teacher—which was to take something I know and convey it to someone who does not know it—in the midst of speaking, for months at a time, about a subject I knew well to people who didn't know it as well, I found it painfully difficult to pass on other lessons to my students: evidence that **it is possible to be intelligent and straightforward at the same time; critical and genuine, confident and humble. Some days, in the classroom, I had the painful sense that there was still so much I needed to learn.** (Emphasis added)

Source: Studying innocence. Solstice Magazine: A magazine of diverse voices. Fall/Winter 2012. Retrieved from <http://solsticelitmag.org/content/studying-innocence/>

In this issue.

Those of you who follow the epigraphs (poems, quotes, excerpts of essays) I always use to introduce my Notes or as thematic underpinnings for the content of our current issue, would be surprised to hear that for once I have chosen to include an excerpt for no other reason than to entice you, dear Readers, to look up the rest of this essay, a writing so compelling that I saw my old life as an academic flash before my eyes as I read it. With observations that are at once brilliantly nuanced as they are profoundly moving, Robert Merullo writes about the concept of innocence in the student-teacher relationship and the mysteries that surround this at times tumultuous, but often ever uplifting bond. Along the way, the author shares his spiritual, intellectual, and emotional discoveries through journeys that are both literal and metaphorical, painting a life that is replete with adventure and insight and urging us to travel with him, albeit vicariously, to another world buried deep in the recesses of our memories.

The familiar vicissitudes of journal publication – heavy production costs in the face of limited funding, uncertain institutional priorities, desultory fiscal policy, and zero financial returns – overshadowed the production of this issue, its size being the logical consequence of these challenges above. Never allowing these challenges to faze us, however, we were determined ever more to bring you not only good things to read, but new ways of delivering them to you, such as this new layout our graphics designer, Ron Sumners, has introduced this year.

So, for all the good things to read in this issue, my main debt of gratitude goes to our authors who come from as far afield as Canada, the UK, and Germany, as well as here in Switzerland. Although we did not plan it in the beginning, it is a serendipitous moment to find all these articles addressing a common theme – teaching and learning.

What is more, despite the diversity of their topics and approaches – including their geographical provenance – these articles evince a passionate engagement with ELT, each drawing us to their ideas in compelling ways. For sharing their explorations into some of the most pertinent issues affecting English language teaching and learning, and for the intellectual energy and depth of insight that inform their writings – many thanks beyond words to all our contributors for making this issue a work of the right proportions. Once again, I hope that they will come back again and again to this place and enrich not just the pages of this Journal but our professional lives as well.

It is a source of singular pleasure to welcome to these pages another independent initiative – the **Special Supplement on English for Medical Purposes**. Put together by Catherine Richards and Susan Gilbert, this collection is both timely and urgent as it attempts to address some of the challenges facing teachers teaching English for healthcare. ETAS old-timers will remember Catherine as a former ETAS Publications Chair, so this collection carries the stamp of her writing and editorial experience many ETAS members will be familiar with. Catherine and Susan deserve special mention for their tireless efforts in assembling this Special Supplement. And to all the authors in this collection whose articles I attribute the expansion of my intellectual horizons about things I would not have bothered to discover or learn on my own – it is a pleasure to acknowledge that debt in these pages.

Is there a way for us to establish a platform for a conversation with our readers and followers? If this question has ever crossed your mind, it is likely you missed this new section in our Spring 2014 edition – the **Readers' Café**, hosted by our ETAS Journal Social Media Coordinator, Patricia Daniels. With this new section, she has provided a splendid forum on which our views of

English language teaching are reflecting and responding to one another, making it possible for us to take an active part in our ETAS community and carry out this dialog. I urge you to get in touch with her either here on this page or on Twitter or Facebook, and join us to create and continue a larger conversation about ELT and teaching and the many best practices themes we explore in each issue of ETAS J.

Acknowledgments: With much pleasure I turn now to my other duty for the pleasant task of publicly thanking various individuals who share our vision of a publication that promotes critical and meaningful discussions between our Association and the global ELT community through writings that provoke deep thoughts and reflection. Their confidence in our work inspired what we have to offer in this edition, while some of them walked with me through the pages of this edition to give it the kind of close, intelligent, and creative attention we give to all our issues.

Since much of the work in this Journal grew out of various collaborative engagements, it is a happy occasion for me to acknowledge colleagues, friends, and family who contributed not just time, resources, or expertise, but also a listening ear and an understanding heart. Though space prevents me from mentioning all of them, they know who they are.

For their unwavering commitment, my Editorial Board colleagues – Ben, Helena, Illya, James, Julie, Trish, and Val – are my constant source of pride and joy. I am aware of the balancing acts all of them go through between making a living and *making a life*, so when I think of how they have to steal moments for ETAS Journal while also juggling time for many other duties, I cannot help but feel fortunate to be in the company of such stimulating, intelligent, and creative colleagues who never ask *Why?* but *Why not?*

Editor's Notes

And for being such a serene presence whether in personal or professional encounters, and for adding another set of keen eyes to our proofreading rounds while taking charge of all administrative issues well ahead of time, my profoundest thanks to Corinne – efficiency personified and punctuality in person.

As usual, Ron's aesthetic sensibility has transformed the manuscripts into a beautiful volume, while with Heller Druck, we are always assured of getting the finished product we had in mind.

For the rigor and efficiency of her proofreading work, Jahura takes the credit for any enjoyment the readers might gain over this finished product. For the gift of courage that breathed life into the dream exemplified on the cover of this issue, this Summer edition of ETAS Journal is for her.

Speaking of this 'dream', I call it **ART at ETAS**. Premised on the intersection of art and English language teaching, this project aims to highlight the creative currents in our Association and the artistic talents that abound in our membership, while also suggesting the many uses of art in the English classroom. Beginning with this issue, we will be using artworks on the cover of ETAS Journal, transforming this space into a mini gallery to show off the artistic works of our members. Launching this project in this issue is one of my oil paintings capturing the dazzling lights and colors of an autumn afternoon at Murimooos, not far from where we live. For our Winter 2014 edition, a painting by Barbara Chuck will grace our cover, so we look forward to receiving your submissions to be used on our future issues beginning with the Spring 2015 edition. Check out our **Cover Art Call for Submissions** on page 8 for guidelines and instructions.

To all our Readers, I hope the articles in this edition will encourage you to look at your own work – and do so with renewed interest, enhanced competence, and deepened pleasure because of what is suggested in these writings about teaching and learning. If you are thinking of sending us your article but for some reasons you find yourself hesitating, this might give you courage:

*Not many years ago I began to play the cello. Most people would say that what I am doing is 'learning to play' the cello. But these words carry into our minds the strange idea that there exists two very different processes: 1) learning to play the cello; and 2) playing the cello. They imply that I will do the first until I have completed it, at which point I will stop the first process and begin the second; in short, that I will go on 'learning to play' until I have 'learned to play' and that then I will begin to play. Of course, this is nonsense. There are not two processes, but one. **We learn to do something by doing it. There is no other way.*** (Emphasis added)*

And so, as I began these Notes with an excerpt for no other reason than sheer enjoyment, I wish now to end not just in enjoyment but in enlightenment, with this gift from the legendary American poet and activist, Maya Angelou,** to accompany a lazy summer by the lake or a quiet evening in the mountains:

Phenomenal woman***
By Maya Angelou

*Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion
model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.*

*I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.*

*Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them
They say they still can't see.
I say,
It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman*

*Phenomenally.
Phenomenal woman,
That's me.*

*Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
The palm of my hand,
The need of my care,
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.*

Ceres Pioquinto, PhD

"En ce moment même dans cet ouvrage me voici."
(In this very moment, in this work, here I am. Yes.)
Derrida, 1980

And still I rise...
Maya Angelou, 1978

*Source: John Holt, Retrieved from
<http://zia.hss.cmu.edu/miller/teaching/quotes.html>

**In memory of Maya Angelou, 1928-2014.

***Source: Maya Angelou, Phenomenal woman from
Maya Angelou (1978). *And still I rise*. New York,
NY: Random House, Inc. Retrieved from
<http://www.poetryfoundation.org/poem/178942>

President's Message



"Will I see you in September? Will I see you when the summer's through?"

One of my favorite tunes made popular by The Happenings in the 1960s comes to mind as the ultimate link between starting summer vacations yet not forgetting the good times to come on our return in the fall.

At the time of writing I am visiting my mom in hot and sunny Texas, where the 90 degrees Fahrenheit days are being tempered by a slight summer breeze. Just what the doctor ordered, at least for me. How will you spend your summer break? Surprisingly, most teachers find they can't completely switch off from school, and understandably so. This profession is, after all, not just what we *do*, it is who we *are*. So while lying on the beach catching a few rays, hiking, or even reading a book, our thoughts naturally return to their usual go-to spot: teaching.

Some get involved in summer courses, or attending conferences and webinars – all good strategies to sneak in a bit of personal and professional development. For example, this year I'll be in summer school offered by the European Association of Language Testing and Assessment in Siena, Italy in late July. Earlier that month I'll also have the pleasure of attending and offering a workshop at the English Teachers Association Israel (ETAI) summer conference in Jerusalem. Speaking of which, stay tuned for the joint ETAS-ETAI Special Supplement in our Winter Journal.

Closer to home, other options to gently fill some of the hours might include self-reflection on teaching, materials, and lessons, a bit of pre-lesson planning for the fall, or investing a little time in tidying up that eternal pile of waiting-to-be-read-some-day papers, notes and journals. Getting organized will also help soften the blow later as holidays end, because *those* things have been done, freeing up more time and energy to gear up for the new semester.

One author posting on the Reading Horizons website proffers the following summer time ideas for teachers to consider:

- Decompress
- Pamper yourself
- Reflect
- Inspire yourself
- Say thank you
- Reconnect
- Create family time
- Plan parent involvement
- Improve classroom procedures
- Revamp old lessons
- Teach summer school
- Work part-time
- Learn something new
- Expand your knowledge base.

Activities of some friends and colleagues of mine also include editing conference write-ups, writing a book, traveling to exotic places, opening a new school, welcoming

new grandbabies, etc. Patricia Daniels, ETAS Journal Social Media Coordinator, shared: "I'll be using the time to finish off my MA work and will be playing around with some creative coding to produce new material for my students and, hopefully, enjoying the weather. Thanks to mobile devices there's no need to remain indoors and work." She is so right, too! I'm not the only one busily working for ETAS during the holidays.

As you might expect, all of the elected ETAS Committee members' work revolves around the calendar. Then there are many others, like Patricia, who also work non-stop, year round, planning future events such as regional workshops, and taking care of the manifold aspects of our National Events. Additionally, maintaining the current website, the Twitter feed and our Facebook page demands constant attention. The proposed e-Publications team plans to join forces with the ETAS Journal Editorial Board to optimize the information flow to members. In other words, we don't let the grass grow under our feet!

Speaking of events, this year's Professional Development Day programme promises yet another not-to-be-missed conference. Cindy Stieger, the SIG Coordinators, and a whole team of dedicated volunteers have put together one of the best ever line-ups of exciting workshops and talks by top presenters, offering a wide range of topics. Take the golden opportunity NOW to browse through the beautiful programme and reserve your place before the end of July to save on the early registration fee rate.

Looking ahead, be sure to also save the date: 24th – 25th January 2015 for our 31st Annual Conference and AGM to be held in the beautiful Swiss capital city of Bern. Keep an eye out for the programme later this fall for more details.

If your interest has been piqued by all the flurry of activity and you want to get in on the fun and become more involved in ETAS, be sure to get in touch with us! There are several positions open. We are also always looking for new contributors for our publications. And we welcome newcomers with open arms! As Ann Landers once wrote, "Opportunities are usually disguised as hard work, so most people don't recognize them", while another old saying goes, 'Jump in, the water is fine!'

Whatever we do this summer – combining fun, work, recharging our batteries – let's do it with gusto, because, according to the eminent architect Frank Lloyd Wright, we "...have to go wholeheartedly into anything in order to achieve anything worth having." Looking forward to seeing you in person in September! Until then, you can find me hanging out by the pool as much as possible, but always on the ETAS Facebook page! Drop by for a chat! ☺

JoAnn Salvisberg
ETAS President

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ETAS Journal Call for Articles

ETAS Journal invites the submission of articles on various aspects of language teaching and methodology, lesson ideas, surveys of teaching materials, and reports that address language issues in Switzerland or the surrounding countries. Book reviews and brief reports or summaries of work in progress which address similar issues are also welcome. Please adhere to the following guidelines when submitting your work.

Submission may be in any of these formats:

Full-length articles: articles in this category advance conceptual, research-based, or theoretical arguments that bridge theory and practice in ESL/EFL. Articles must be fully grounded in current literature and should not exceed **2,500 words**, including references.

Voices of Experience: articles in this category feature descriptions of teaching techniques or activities, teaching methods, best practices, professional development, and other useful information. Articles should specify audience, materials, procedures, and teacher reflections on procedures. Submissions to this section should not exceed **2,000 words**, including references.

Readers' Café: This Café is the space for you to engage with readers and share your opinions concerning ELT. You can comment on a Journal article; request an expansion or exploration of a topic of interest; ask questions of other teachers and contributors; share links or start a discussion. Contributions are to be emailed as a Word document, maximum **200 words**.

All manuscripts for the above categories should be in Times New Roman, font size 12. The referencing system used should be **APA 6th Edition** (sample formats available online at <http://owl.massey.ac.nz/referencing/apa-interactive.php> or check ETAS Journal 2013 editions).

Deadline for the Winter 2014 edition: **12th September 2014**

Deadline for the Spring 2015 edition: **12th January 2015**

Deadline for the Summer 2015 edition: **9th March 2015**

Deadline for the Winter 2015 edition: **7th September 2015**

The Editors reserve the right to make editing changes without prior consultation with the author(s). Authors will be contacted regarding any major editing or revisions. All contributors will receive **one complimentary copy** of ETAS Journal.

Please send submissions, including a short biodata and mailing address, as a Word document by email attachment to the Editor at publ@e-tas.ch

ART at ETAS: ETAS Journal Cover Art Call for Submissions

ART at ETAS is ETAS Journal's newest initiative featuring artworks by ETAS members on the cover of our Journal. Premised on the intersection of art and English language teaching, this project will transform this space into a mini gallery to showcase the artistic works of our members, highlighting the creative currents in our Association and the artistic talents that abound in our membership, while also suggesting the many uses of art in the English classroom.

ETAS Journal invites the submission of quality images of original artwork in any visual medium, style, or material – fine art pieces such as paintings, sculptures, drawings, mixed media, glass art, illustration, photography, fabric art, crafts, and other forms of art – to be featured on the cover of the Journal starting Spring 2015.

Submissions must be sent via email, through an online file transfer website such as **Mailbigfile.com** or **Wetransfer.com**, preferably as TIFF format, and should have a minimum quality of 300 dpi at final reproduction size. Please do not send heavily photoshopped images.

Submissions should be accompanied by a paragraph of no more than 100 words written by the artist about the art piece.

The Editorial Board will consider the submissions for use as cover art and will notify the artists when their work is chosen. Artists whose work is chosen will receive a complimentary copy of the issue in which their work appears, along with a credit line.

To be considered for our 2015 editions, please send submissions on or before the deadline: **15th December 2014**, to the ETAS Journal Editor at publ@e-tas.ch



Membership Renewal Information

Time to renew!

We would like to thank you for supporting ETAS through your membership this past year and invite you to renew your membership for another year (July 2014 – June 2015).

An invoice is included with this Journal (unless you've already renewed or cancelled your membership). Simply select the services you're interested in and pay the corresponding amount by 31st July.

With your support we will continue to provide the services which ETAS is proud of, such as:

- **ETAS Journal**, a triannual journal for ELT professionals
- two annual national events: the **ETAS Annual Conference and AGM** and the **ETAS Professional Development (PD) Day**
- regional workshops organized in the **ETAS Regions**
- **Special Interest Groups (SIGs)** and networking opportunities
- an up-to-date **website** and **e-newsletter** with international, national, and local information
- a postal **library** service for ELT materials (within Switzerland only)

Should you decide not to renew your membership, please let us know by 31st July (office@e-tas.ch). Thank you.

Not a member yet but you would like to join? A membership application form is on page 52.

Any questions? Please contact our Administrator, Corinne Tschumi at office@e-tas.ch

We look forward to your prompt membership renewal – by 31st July!

Please also note:

■ Institutional Membership becomes School Membership and we offer three different types of membership

The three different types of School Membership are simply called A, B, and C. All three types receive two copies of ETAS publications. The difference concerns the number of delegates that School Members can send to ETAS events at member rates:

A) 1-2 delegates, B) 3-5 delegates, C) 6-10 delegates. So basically: if you want to continue with your School Membership as before, choose type A. If you plan to send more delegates to ETAS events at member rate, choose type B or C.

■ IATEFL Basic Membership

As an Associate Member of IATEFL (International Association of Teachers of English as a Foreign Language), ETAS can offer IATEFL Basic Membership to its Individual Members for only CHF 37.- (one-year membership/normal price for full individual membership: £53).

Conditions:

- You must be a current Individual Member of ETAS.
- Payment for both ETAS and IATEFL Membership must be received by 31st July. Any later payments will not be credited towards IATEFL Membership.
- It is not possible to join this scheme at any other time of the year.
- Your IATEFL Basic Membership will start around September/October and last for a year. It will be possible to renew the IATEFL Basic Membership next year when you renew your ETAS Membership.
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To enable ETAS to provide better services in the future, members are requested to indicate their year of birth by writing it either on the payment slip upon renewal of membership or under 'Comments' when making an electronic renewal payment, or by sending it by email to our Administrator (office@e-tas.ch). The information will remain confidential and will not be distributed to any third party.

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■ ETAS membership details

Contact details of ETAS members are on a list which is available in printed form to our members. ETAS Associate Members (EFL publishers, etc.) can buy the list and use it for commercial purposes. If you do not wish your name and details to appear on the list, please inform us (office@e-tas.ch).

Putting ETAS first: Volunteer feature

Bringing ETAS into the 21st Century: An interview with Annette Leimer, ETAS National Coordinator

ETAS J caught up with Annette Leimer about her new volunteer position as National Coordinator.

Hi Annette, thanks for participating in our volunteer feature. You're the new National Coordinator in charge of the Regional Coordinators – congratulations. How long have you been in this position and what made you decide to take on the role?

Thank you, Julie. I was appointed at the Annual Conference and AGM in January. After my predecessor, Anita Towers, announced that she would be stepping down, I put my name in the hat because I had been looking for a volunteering job. After not being a member of my local council anymore, I had time on my hands, and volunteering on the national level has always had a special appeal to me.

What exactly does a National Coordinator do?

Well, I'm still very new to the job, so I'm still finding out what it all entails! For one, I'm the link between the Committee and the Regions: I bring the Committee up to speed about trends in the Regions, and vice versa. I'm also the person RCs come to for advertising their regional workshops on the ETAS website, or if they have any problems or questions. Together with the RCs, I assemble an overview of what is happening 'in the field', so to speak. I'm sure I will discover more tasks with every Committee meeting!

What are some of the short-term and long-term goals you've set for yourself as National Coordinator? What challenges do you plan to tackle?

That's a big question for a small space... In the short time I've been doing the task, I've found that there is quite a lot of silo thinking within ETAS. I absolutely would like to do something against that. Also, some Regions don't have a Regional Coordinator anymore, or haven't had one for some time. I'd like to find out why that is and what I (or we) can do to change that. And finally, I'm currently wondering why the Statutes stipulate that someone can only stay in a certain position for one term. In my experience, frequent turnover of those in charge counteracts continuity, and that counteraction goes hand in hand with silo thinking, so I hope I can initiate a process of reconsidering that principle.

How do you think you'll be able to achieve those goals?

Mainly by asking questions and jointly finding out how to adapt; then, obviously, talking to

the right people so that we can implement those changes together. I'm a rather inquisitive person and have the tendency to lay my finger on sore spots, so that will probably mean poking the bear, too.

What is your vision for ETAS? How does being NATCO fit into this picture?

I think ETAS could play a prominent role, not only in the EFL community but also on the educational and political levels, especially with the debate going on in the public school sector about teaching foreign languages. I guess that means I would like ETAS to take a stand in the current political discussion. Also, ETAS is a professional organisation for professionals – almost kind of a trade union, if you like. It was interesting and inspiring to read the thoughts of those who founded ETAS 30 years ago. However, I think that – while some of the reasons may still be valid today – we need to define what ETAS in the 21st century should look like. In my position as NATCO, I have the opportunity to gather information from all around the country and being able to focus it – to the benefit of ETAS, I hope.

After your term is over, what are some things that you'd like to say you've accomplished?

Well, all of the above, of course (*laughs*)! No, on a more serious note, I would be happy and grateful if we'd have managed to define 21st century ETAS and done something against the silo thinking.

On a personal note, tell us a little about yourself. What are some things you're up to, personally and professionally?

I teach General English and ESP (Business and Medical) in various settings: in-company, one-to-one, evening adult classes, and in professional training. Apart from that I am a certified translator and also do interpreting jobs. Personally, I love reading, volunteering, and travelling the highs and lows of Switzerland (usually by train) and beyond. I also sing in a choir and play the church organ, so music plays a special role in my life.

Thanks again for taking the time to share with all ETAS members your goals and plans as National Coordinator. We wish you all the best and much success; we're all excited about your enthusiasm and can't wait to see what the future holds.

Thanks, and all the best to you all.

Julie Mangold-Kecskemeti



ETAS 31st Annual Conference & AGM

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After the Conference, we invite you to email your handouts to our Web Chair (wech@e-tas.ch). He will upload them on the ETAS website, from where the participants will be able to download them. If you prefer to email any documents to the participants yourself, make sure you collect their email addresses at your workshop.

Please note that as a speaker you will still need to **fill in a registration form** for the Conference in due time, either through our website (www.e-tas.ch) or using the Registration Form in the Conference programme (available in October), or simply by email (office@e-tas.ch).

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National Events Chair

- Is responsible for organizing the Annual Conference and AGM with the help of a local Subcommittee
- Is involved in organizing the programme, venue, speakers, advertising, book exhibition and contacts with publishers and sponsors

Publications Chair

- Is both coordinator and editor of all ETAS Journals and publications
- Liaises between the Committee and the Editorial Team

Teacher Development Chair

- Liaises with the National Events Chair to organize presenters at the two national events
- Is responsible for organizing and recruiting SIG Coordinators
- Is responsible for organizing the Professional Development Day with the help of a local Subcommittee

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Patterns of English usage in central Switzerland

SUSANNE OSWALD

The results of Susanne Oswald's study on the use of English in a multilingual society like Switzerland reveal a number of interesting and possibly challenging questions for language education: 70% of the participants speak English on a regular basis, over 50% use English either solely or in combination with national languages to communicate with other Swiss nationals, fewer than 10% of the participants use English exclusively for the purpose of communication with native English speakers.

There is no doubt that English is being used as a lingua franca throughout the world today. This often occurs in international communication. However, English is also used in multilingual societies. This paper is based on an investigation of the interaction between the residents of central Switzerland and their compatriots using a questionnaire. Specifically, the research was guided by the following questions:

- 1) How often and with whom is English being used as a means of communication by residents in central Switzerland?
- 2) How is the importance of English competence perceived?

Initial interest

My interest in finding out which languages are being used by Swiss nationals for intra-national communication was piqued when my son, who attends school in central Switzerland, came home from an educational exchange day from Geneva. His French teacher had organised this excursion to encourage her students to communicate in French or German with students whose mother tongue is French. To my dismay, he reported that they had spoken English together because both felt more comfortable speaking a neutral language. This use of English as a lingua franca to communicate when both parties were capable of speaking each other's first language at a moderate level surprised me because it appeared that English was being assigned a status equivalent to that of a Swiss national language by these teenagers. I had not yet encountered adult Swiss nationals using English as a means of communication when it was possible to use a national language, except when accommodating an English speaker in a group. The following section gives a brief overview of the Swiss linguistic landscape.

Multilingual or monolingual Switzerland?

Within the 26 Swiss cantons, language use varies greatly. This is in part due to the sovereignty of each canton. Furthermore, linguistic boundaries correspond, with only three exceptions, to cantonal boundaries. Thus, all official business and education is conducted in the language of the local municipality. "With the exception of a limited number of municipalities, there is no official bilingualism at the local level" (Grin, 1998, p. 3). This territorial language division results in the fact that many Swiss residents could be classified as monolinguals with varying degrees of competence in one or more foreign languages. This situation is contrary to the expectations for a quadrilingual country. The most recent figures from the Federal Statistical Office report that the main languages of permanent residents are German (64.9%), French (22.6%), Italian (8.3%), and Romansh (0.5%) (FSO, 2012).

In the German-speaking region, a regional Swiss German dialect is spoken by roughly 85% of the population (Lüdi & Werlen, 2005). It is spoken in almost all aspects of daily life, regardless of whom one is speaking to. Standard German is reserved for written communication and certain formal occasions. An increase in the use of Swiss German in the media has been pointed out by Siebenhaar (2006) and Brohy (2005). This diglossic situation complicates communication between the language boundaries because Standard German, not Swiss German, is learnt by the remainder of the population at school as a second language. Recent changes in primary school foreign language policy have further complicated this picture. In 2005 – 2006 English was introduced as the first foreign language in central Switzerland.

Although French remains one of the national languages, in schools it has taken second place to be taught two years later as the second foreign language. Thus, with greater exposure to English at a younger age, it seems inevitable that Swiss nationals are increasingly going to use English as a lingua franca to communicate with each other. Therefore, gaining insight into the patterns of English usage is a logical first step.

“Perhaps we need to consider preparing students to negotiate understanding in various cultural scenarios.”

Questionnaire on the use of English by Swiss residents in central Switzerland

To investigate the interaction between residents of central Switzerland and their compatriots, I administered a questionnaire to 383 participants in educational institutions and businesses. **Table 1** below shows the number of participants from each institution or business:

Table 1. Institution and number of participants

Public vocational school and their family, friends, and colleagues	100
Private technical college	100
Private business college	50
International company	40
Adult students from various English lessons	40
Hotel management college	30
Various small companies	23
Total	383

The questionnaire contained five questions. Questions one to four were multiple-choice questions which sought to assess patterns of English usage. Question five was an open-ended question to assess perception of English importance. Completion of the questionnaire was voluntary and for the most part taken outside of a classroom situation by means of a questionnaire table placed in the reception area of the various institutions. The participants consisted of my own students and those of my colleagues, as well as my friends and co-workers, some of whom asked their friends, family, and colleagues to participate. Thus the participants represented a sampling of people from the vicinity of Lucerne whom I would be likely to encounter in an educational or business context.

Approximately half of the participants were taking some form of English lessons, either of their own accord or as part of a required curriculum. The data was entered into an Excel file and numerical values were given to allow for analysis using SPSS (Statistical Package for the Social Sciences). Thus, all percentages are valid percentages, calculated to compensate for missing information. The following sections state the questions asked and report their results:

Question 1: How often do you speak with Swiss French or Swiss Italian people?

As seen in **Table 2** below, 53.1% of the respondents speak to other Swiss people with another first language on a regular basis (total of daily, weekly, and monthly),

“...with greater exposure to English at a younger age, it seems inevitable that Swiss nationals are increasingly going to use English as a lingua franca to communicate with each other.”

Principles underlying an exploratory approach to teacher development

JERRY G. GEBHARD

To truly develop as teachers, Jerry G. Gebhard argues, we need to be free to explore teaching: to transcend the idea that development should be based only on the concept of improvement, to set goals to see our own teaching differently, take responsibility for our own teaching, cultivate a non-judgmental, non-prescriptive, and reflective stance, go beyond a problem-solving attitude, and consider different avenues to awareness.

Introduction

To truly develop as teachers, we need to be free to explore, and exploration can be based on a set of principles. In this article, I discuss seven principles that underlie an exploratory approach to teacher development. These principles are based on my own experience as well as on my synthesis of the ideas of others, especially those by John Fanselow (1977, 1987, 1988, 1992, 1997, 2010).

Principle 1: *The goal of exploration is to see teaching differently.*

Fanselow (1988) emphasizes that the goal of development through exploration is to see teaching differently. As I discussed in another recent publication (Gebhard, in press), this goal is very different from the usual goal of teacher development – that of trying to improve our teaching. By aiming to improve, we hope to discover new things about ourselves and consider our teaching beliefs and practices. Although the goal of improving our teaching has value, the goal of exploration to see our teaching differently transcends the goal of improvement because we gain so much more awareness of our teaching when we do not limit ourselves to improvement and are open to discovery. Further, through exploration of my teaching, and from observing other teachers who also aim to see their teaching differently, I have found that our teaching improves in many ways. For example, we develop a heightened awareness of what is going on in our classrooms, including student learning.

As I have discussed in **Principle 7**, to see our teaching differently, we need to be willing to explore and make small changes to our teaching. For example, if you usually teach from the front of the classroom, what would happen if you taught from the back? If you always stay in the classroom when students are reading, what would happen if you left the classroom? Through exploring new ways of teaching differently and trying out such new behaviors, we afford ourselves chances to “construct, reconstruct, and revise our teaching” (Fanselow, 1988, p. 116).

When we try new things, we can compare them with what we usually do, and based on this comparison, we can see our teaching differently, including our beliefs about teaching and learning.

Principle 2: *To explore teaching, we need to accept responsibility for our own teaching, but we also need to realize that we need others to explore.*

As teachers we can take responsibility for our teaching. As Edge (1992) puts it, “As an individual...only I can really understand what I am trying to do in class, how it works out for me, and what I learn from it” (p. 3). However, exploration cannot be done in a vacuum. As Edge also explains, “I want to investigate (...) my own teaching. I can’t do that without understanding it, and I can’t understand it on my own... [I] need (...) colleagues and students. By cooperating with others, we can understand our own experience” (1992, p. 4). Fanselow (1997) says this in a different way: seeking to explore by ourselves, alone, “is like trying to use a pair of scissors with only one blade” (p. 166).

Principle 3: *Prescriptions can limit exploration.*

Most of us have read journal articles with prescriptive messages, or know supervisors or colleagues who tell us the best way to teach: ‘You should teach difficult vocabulary before students read.’ Or ‘Group work is the best way to get students to talk!’ Whether from supervisors or other teachers or even ourselves, there are problems with the use of prescriptions. First, as I emphasized three decades ago (Gebhard, 1984, 1991) and believe still to be true, research on the relationship between teaching and learning offers some interesting ideas that we can try out in our teaching. However, research has not, and likely never will, produce the methodology we should follow to be effective teachers.

Another problem with prescriptions, which I see as the most relevant one, is that prescriptions might make us feel we need to comply with what those in authority believe we should be doing in the classroom. This leads us to depend on others, rather than on ourselves, to find answers to our teaching questions. A result of letting others make decisions for us is that we lose the chance to discover awareness of our own teaching practices and related beliefs. As I consistently point out, such experiential knowledge can liberate us and build our confidence so that we can indeed make our own teaching decisions based on our teaching context and knowledge about students, teaching, and ourselves (Gebhard & Oprandy, 1999).

Principle 4: *Exploration is enhanced through description.*

Rather than following prescriptions, I suggest we gather and study descriptions, such as by audio or video taping interaction, making short transcriptions, taking snap shots, or by simply writing down descriptions from memory. Such descriptions can then be studied, and based on these descriptions we can think about our teaching and generate alternative ways to teach. Descriptions allow us to do this because they provide a mirror image that we can use to reflect on teaching. In short, through descriptions, more than prescriptions, we can gain deeper awareness of our teaching and see our teaching differently.

“...experiential knowledge can liberate us and build our confidence so that we can indeed make our own teaching decisions based on our teaching context and knowledge about students, teaching, and ourselves.”

Principle 5: *Exploration is enhanced when we take a non-judgmental stance.*

As teachers, we need to let go of judgments about teaching because they can get in the way of seeing teaching clearly and differently. In other words, judgments, whether positive or negative, of our own or others’, can raise emotions which can interfere with a focus on description (Simon & Boyer, 1974). For example, if a guest teacher says, ‘Great job on that problem solving activity!’ we might feel so good that we don’t really hear, ‘but I wonder what would happen if you did it in small groups instead of pairs.’

Principle 6: *Reflection is a part of exploration.*

Educators who write about reflective teaching (Bartlett, 1990; Burton, 2009; Farrell, 1999, 2007; Richards & Lockhart, 1994; Stanley, 1998; Zeichner & Liston, 1996) point out that reflection includes thoughtful persistent consideration of beliefs or practices. Richards and Lockhart (1994) add that a part of reflective teaching includes “collecting data about teaching, examining attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection” (p. 1). Such notions are a part of exploration.

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On becoming a teacher trainer: Could you have what it takes?

An interview with John Potts

.....
VALERIE SAFAI

John Potts is a well-known teacher trainer, who has helped thousands of teachers develop and enhance their classroom skills. In this interview, John shares his experience of over three decades, in particular, why a teacher might embark on the journey of becoming a teacher trainer and ideally, what qualities they would possess.

John, thanks so much for agreeing to meet up. We last heard from you in the ETAS Journal Spring 2011 edition and we are sure you have been up to a lot since then.

Perhaps someone has been teaching for quite some time and they're wondering, what's next. Maybe they've been considering the idea of becoming a teacher trainer. What would you advise them?

People should think about why they want to become a teacher trainer: *What can I do? What can I give?* It shouldn't just be seen as automatic—well, *I've been teaching for five years now, I should be a trainer.* Teacher trainers need a lot of qualities. First of all, they need wide experience – small groups, big groups, in-house, business, classroom, Cambridge exams, General English, and so on. It doesn't mean they should have taught everything, as no one can have taught everything.

Secondly, they need to have personal qualities. Teacher training can be very difficult, not only in terms of competencies and proficiencies that they as trainers need, but also handling tricky situations with other teachers. Teachers are sometimes difficult groups to work with: for example, if they are new to teaching and have no experience, they have problems because it is all so new to them. But working with experienced teachers can also be difficult – it can be like teaching an advanced or proficiency class. They know a lot already and sometimes you will find one or two teachers in a group who may have some issues with their own experience. For example, working with a teacher who feels that the training isn't necessary for her or him. You know – *'Why do I have to do this?'* Or, *'I've been doing this for years – what's he or she got to say to me?'* Not every teacher going to a workshop, whether it's mandatory or voluntary, is going necessarily with an open mind. There can be some resistance.

Could you elaborate on some of the personal qualities needed to be a teacher trainer?

You need a lot of patience, first of all. You need to be a very good listener. You also need to be very honest and say, *'I don't know the answer to that.'* Does anybody else know the answer to that? It's a bit like being in the classroom. A teacher can't know the meaning of every word or grammar point, so sometimes she has to say, *'I'll look it up.'* But you can't say it all the time. And it's the same when you are a trainer – sometimes you can say, *'I've never met that situation'*, or *'I don't really know what the answer is.'* But of course, that can't be your standard answer. Most of the time, you've got to have practical suggestions and ideas, while being willing to admit that you're not sure about something, or that something's outside your area of competence.

I think a sense of humor is really important, because sometimes you can just diffuse difficult situations by being funny. But you shouldn't be flippant and trivialize things. Teacher trainers also need to be very humanistic in the sense that they not only need a humanistic approach, like listening and validating other people's ideas, but also being generally part of a humanistic tradition of having wide knowledge and bringing that knowledge to their own teaching.

Also, I think you need to be very practical and pragmatic. And willing to be tolerant of ambiguity – in other words, you can live with the fact that you don't know everything right now. A teacher trainer needs to be tolerant of complex situations and propose that there may be different ways of looking at this, and that these solutions or suggestions need not be mutually exclusive. It may be a question of deciding which one to take at which point – in other words, a kind of pluralistic, very flexible, pragmatic approach.

I feel that a teacher trainer should not be dogmatic. But s/he shouldn't be wishy-washy, anything goes. Teacher trainers do need to have a set of beliefs, but those beliefs are not dogmas and they're willing to say: *'Okay – yes, there are*

other approaches and other ways of doing it'. Or, 'I can see the benefit of the other ones – I'm proposing this, but I'm not imposing this'.

What are some of the major rewards and challenges of teacher training?

One reward with teacher training is in seeing that you are making a difference in people's competencies. When they go out of the session, they go out with more than they came in with. Secondly, it is a different kind of discourse. You're not focusing on language as much, although language does come into it. You are also thinking about ideas. It has a more philosophical aspect to it, or at least some kind of conceptual aspect, such as talking about beliefs and methodologies and bigger ideas, which can be very rewarding as well. As teachers, we sometimes tend to neglect those things. Focused on teaching the present perfect with *for* or *since*, which is understandable, we forget to think about the bigger things.

Teacher trainers themselves should have wide interests and they should draw on their own professional and personal experience to try to illustrate teaching. Something I share with Scott Thornbury is this idea of metaphors for teaching. As a teacher on a CELTA course, I always want to try to get the trainees to see teaching not as a set of things to be learnt and remembered, but a collection of metaphors. Things like funneling learners into something and then letting them expand outwards – like an hourglass or egg timer. If you grasp that idea, that metaphor, then it will serve you very well as a teacher more than sets of prescriptive dos and don'ts ever will.

Teacher trainers should also ideally have a willingness to draw on their own professional and academic background, their own interests, but again, like a teacher, they should not let those dominate. For instance, if you have a teacher who is keen on bird watching and who fills his or her every lesson with bird watching, then I think that's wrong. Students didn't come to learn bird watching – they came to learn English. The teacher is overdoing her/his personal

The Techy Corner

Illya Arnet-Clark

OVERCOMING FEARS

If you are one of those people who has been hesitant or less than diligent in expanding your digital knowledge and skills, if you are someone who would consider themselves a digital foreigner, I'd like you to take a moment and think about why. In the meanwhile, let me tell you about my own relationship with digital tools.

Some people consider me an expert in the art of online voodoo. I am often asked to troubleshoot or recommend a website for this or that. And I admit that I do know quite a bit – in selected areas. It comes from simply trying things out. I figure that if I make a mistake, I can undo it, or find someone to undo it for me, and so far nothing horrible has ever happened to me or my precious laptop. I am curious and try out new tools, often through trial and error. Admittedly, I get excited about all the new ideas, tools, gadgets and applications, and you can call me a geek to my face without upsetting me. But no magic is involved, nor considerable expertise necessary.

To someone who is hesitant or inexperienced, I may seem like an expert and I certainly do my best to help anyone who asks, especially as I consider this a way of paying back many people for the equally many times I have been helped. Hopefully, some of these people have been able to profit, not just short-term from the help they have received, and will, in turn, pay it forward to others in need of assistance and advice. Having said all that, I hate to disappoint you, but I am not an expert.

So what about the question posed at the beginning?

There are many reasons for someone not delving into technology, but I would suggest that most of them have to do with fears.

There is fear of failing, fear of losing or wasting time, fear of getting stuck with no help around, fear of signing up for an account to a new site, fear of pressing that little 'yes' button on your screen asking whether you are absolutely sure you want to take the risk of accepting the access to the site from your computer, fear of accepting the long, illegible small print in the terms of agreement; feel free to add to the list.

However, fear is a miserable advisor, and I have some strategies for getting over them. First, here are a few facts:

- There is no such thing as talent when dealing with computers. Some people appear to be talented just because they have no fear and simply try things out. Most young people fall into this category, which is why we often perceive them as so capable.
- Similar programs function in similar ways. If you figure one out, you are quite likely to recognize how another one functions very quickly.
- Although it is recommendable to take a close look at any online program you intend to try out, the majority, especially in education, are safe, and having to sign up for an account is actually more reassuring than when there are no visible means of recognizing who is using the program. Accounts are intended to be safety mechanisms.
- The time you need to figure out how an online tool works is limited (although you may at the time feel the contrary), and it takes a considerably shorter amount of time to do this with a bit of diligence than getting to level A1 in a new language!



- Being a competent user does not mean that you have to understand the insides of a program. They have been developed for ease of USE.

If you know of an online program you want to try out, there are many tutorials out there to help you come to terms with it and help you to quickly overcome the technical barriers. Then again, if the tutorials are of no help at all, then perhaps the program itself is simply too complex – and there are a few of those around. Below are a couple of helpful websites worth special note.

Some of you may already know Russell Stannard from his two articles in ETAS Journal or from other journals such as *English teaching professional*, or *Teacher trainer journal*. He has put together a growing list of video tutorials on tools which can be used for educational and language purposes at his website:
<http://www.teachertrainingvideos.com/>

In these articles, Russell gives clear descriptions of how these particular sites can be helpful to the teachers and learners using them. For each one, he produces step-by-step tutorials which take the viewer through the digital tool or website.

Another good place to look for online courses is: <http://www.theconsultants-e.com/> They offer short online courses on a number of different topics such as online moderation, mobile learning, and others. Nicky Hockly, whom I am sure many of you know, also has a blog which might lead to other websites and tools of interest
<http://www.emoderationskills.com/>

<http://www.freotech4teachers.com/> is aimed at primary and secondary school teachers, but supplies a treasure chest of goodies for any age and level.

Finally, there is a huge supply of videos on platforms such as YouTube. A quick search will give you a multitude of videos. If you add 'how to' or 'tutorial' to your search term, you will have less to filter through. Everyone knows YouTube, but there are other sites out there providing videos, and one of these smaller but more serious ones is <http://vimeo.com/> You can also easily upload your own videos here. Also, check out www.teachertube.com. This one belongs to YouTube but is specialized.

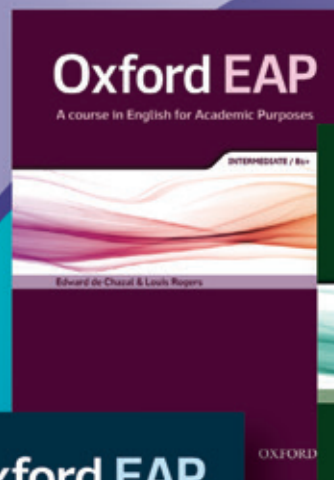


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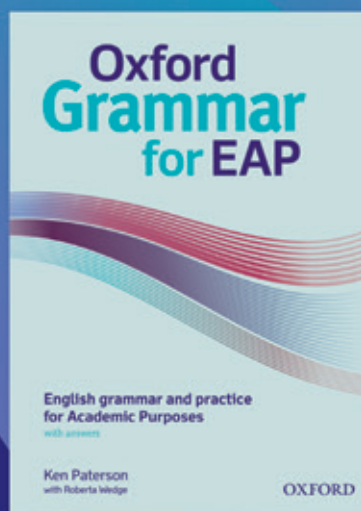
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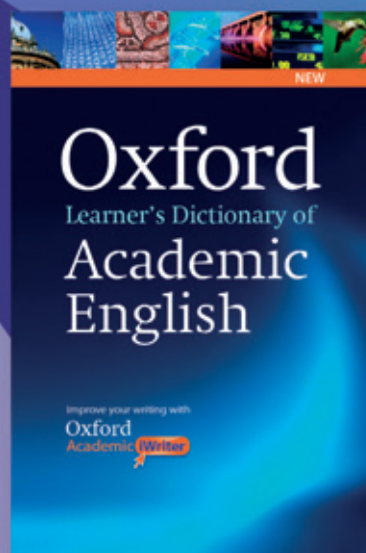
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English for Medical Purposes

10 steps to becoming an EMP trainer

.....
ROS WRIGHT

Unlike other ESP disciplines, we can *all* relate to the area of medicine – be that as patient, carer, or anxious relative. Moreover, each and every one of us has a vested interest in the effective English language skills of our practitioners. But how many potential trainers are aware of what is actually entailed in teaching English for Medical Purposes (EMP)? There has been a notable increase in the need for Medical English trainers in recent years and this article seeks to demystify the teaching of Medical English communications, while providing 10 steps to becoming a successful EMP trainer.

The context

The English-speaking world has long drawn on the skills of overseas healthcare professionals to staff its hospitals, clinics, and care homes. UK statistics from 2011 (Borland, 2012) show that half of all nurses were recruited from overseas, with similar stories across Ireland, the US, and Australia. The US will see numbers of overseas medical staff increase dramatically as its elderly population rises from 34 million in 2000 to approximately 70 million by 2030 (Scanlon, 2001). In addition, high profile cases of negligence involving native and non-native English-speaking health practitioners have brought to light the very real need for effective spoken and written communication skills. According to a newspaper article, *Errors that kill patients* (2002), the US Joint Commission on Health concluded in 2002 that miscommunication was the cause of over 65% of US hospital deaths.

Aside from specific issues of lexis, grammar, and pronunciation, the communicative needs of learners in this field are not dissimilar to those of their native speaker counterparts. Concerns about breaking bad news, handling challenging patients, and providing accurate information, for example, are felt by native and non-native English-speaking health professionals alike.

Experts crossing over into ELT from the field of medicine are few and far between. Indeed most EMP trainers are not medical practitioners. Hailing traditionally from a humanities background, many future trainers are anxious about inadequate knowledge of content and terminology and are often 'unsure' of their role and the benefits such collaboration might bring.

In the English-speaking world, it is widely accepted that the doctor is more than just "a mechanic of the body" (Skelton & Whetstone, 2012) and that effective communication is considered essential to the skill-set of any medical professional. The advantages are well documented: the

British Medical Association (2004) cites more accurate diagnoses, a more equitable doctor-patient relationship, increased patient and doctor satisfaction, and a reduction in incidences of clinical error and thus litigation.

The following 10 steps seek to encourage trainers to consider EMP as a viable option along their career path:

1. Close the gap

In reassuring potential EMP trainers of their worth, it is important they appreciate the similarities between their world and that of the medical profession. Establishing and maintaining rapport in a 'safe' environment, eliciting information, promoting a client-centred approach, including the client in the decision-making process, managing communication breakdown, interpreting body language, as well as understanding cultural background and its possible impact on the client's ability to communicate effectively, are all part and parcel of daily interaction in a medical context. The relationship developed between medical professional and patient is therefore not dissimilar to that created in the classroom between language trainer and learner.

2. Replicate their world

By seeking to replicate real-world tasks and methodology from the field, trainers not only more closely reflect the working environment of the target audience, but also better prepare learners for the world beyond the classroom. Materials developed around such tasks provide greater opportunities for learners to draw on their own professional (and personal) experiences. Medical communications training in the UK, the US, and Australia makes much use of communications frameworks or models that can quite feasibly be transposed into the EMP classroom. One such framework is the SBAR (Situation, Background, Assessment, Recommendation), which seeks to ensure appropriate procedures when handling emergency situations. Building activities around the SBAR framework to help develop verbal and non-verbal competency could provide the basis for an entire course on telephoning skills in a medical context.

3. Cite a guru or two

When developing materials, trainers might consider demonstrating the link between theory and practice by making reference to experts from the medical field, wherever possible. This helps ensure credibility, not only in the eyes of the learner, but also the various stakeholders involved in the running of any course. William Osler, the 19th century Canadian physician, offers a great many pertinent quotes for the EMP classroom. "Care more for the individual patient than for the special features of the disease...Put yourself in his place...The kindly word, the cheerful greeting, the sympathetic look – these the patient understands", (retrieved from <http://lifeinthefastlane.com/resources/oslerisms/>) reminds learners (and EMP trainers) that caring for the patient as a whole being should be at the heart of any clinical interaction.

4. Assume nothing

Trainers should avoid making assumptions about learners' true needs. While so-called 'generic' skills are taught across many disciplines, their exact nature may differ, with implications for both materials design and classroom practice. One example is the teaching of presentation skills. Presenters in the medical field may only be required to speak for 15 minutes (as opposed to 45-60 minutes in other disciplines), and may even present their research in the form of a poster. As a result, presentation style tends to be more formulaic and content is delivered in a more factual manner.

Belcher (2009) also warns against defining needs too narrowly; whatever the discourse community, learners are also members of other communities of practice and as such may possess competency needs that extend beyond those of the stakeholders. Freihat and Al-Makhzoomi (2012) and Hull (2004) agree that aspects of social English, for example, should be included in EMP courses to help enhance communication with patients and colleagues. Similarly, not only do some learners find it difficult to verbalise their needs, there are also certain unperceived needs (Siribaddana, 2010) that should also be taken into account, notably the need for strategy training to foster learner autonomy. A detailed needs analysis carried out at the initial stages of the course will highlight any such needs.

5. Don't be deterred by lexis

Communication with experts and non-experts (patients, relatives) is a daily requirement for this target audience and necessitates the full range of lexical genres: general (*dentures*), sub-technical (*cast*), and technical English (*ventricle*). Healthcare professionals working in the target country also need to be aware of colloquialisms and euphemisms, which pose a frequent 'barrier' between international medical graduates and their patients (Katz Wilner, 2007). On the other hand, many learners in this field already possess a fairly extensive knowledge of terminology as a result of their medical training, either in the L1 or via their Latin course (Latin is taught to year 1 medical students in Poland, the Czech Republic, etc.).

6. Make it fun

The principles of language acquisition in EMP do not differ from those of General English. Therefore, it goes without saying that methodology and materials should always seek to engage, motivate, and challenge both cognitively and affectively, whatever the specific target goals of the EMP course.

7. Prioritize performance

The overriding goal of any course should be to improve learner performance (Ellis & Johnson, 1994), i.e. build confidence, develop fluency, and so on. A performance-related approach not only improves commitment from the learner through increased engagement and motivation, but as a result improves return on investment for the stakeholder (Miller, 2010).

teaching health professionals, deciding which is more important, content or methodology, presents them with a quandary. But perhaps for a less fraught life the answer lies with methodology.

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About the Author

Sam McCarter's teaching career spans a period of more than 30 years. He has taught a wide range of subjects, specializing in teaching English for Medical Purposes (EMP) and English for Occupational Purposes (EOP) in the medical field. Sam is the author of *Medicine 1* (2009) and *Medicine 2* (2010) from OUP. He has worked for a number of medical organisations including WHO. Sam now devotes his time to writing and teaching academic English and ESP via video-conferencing.

The essential role of vocabulary in healthcare communication

.....
CATHERINE RICHARDS

Healthcare communication is an increasingly important field of study across the globe – though it was certainly not always so. A lot has changed from the days when medical schools failed to take communication seriously, let alone include the topic on the curriculum. Today, associations, organisations, journals, and specialist books proliferate. In the light of this burgeoning interest in healthcare communication, then, it seems very odd that we know so little about the nature of the *vocabulary* of healthcare. A closer analysis reveals a couple of likely explanations for this absence: research into communication has indeed mushroomed but this research is taking place in the fields of sociolinguistics, sociology, and anthropology, with the focus predominantly on cross-cultural communicative competence. Meanwhile there has been little, if any, contribution from other fields, including TESOL. Given the global increase in specialist healthcare and medical language courses for L2 speakers, this seems a peculiar omission.

We do know a little about healthcare communication: our own 'non-expert' experience as patients suggests that nurses and doctors use different communication styles and different proportions of vocabulary 'type', and this impression is well-supported by the research (Bourhis, Roth, & MacQueen, 1989; Hydén & Mishler, 1999; Holmes & Major, 2002; Slade et al., 2008). Nurses, often described as 'communication brokers', seem better able to switch between more technical vocabulary and the general vocabulary of their patients. Doctors, on the other hand, seem to be less successful at switching and also less aware of their own communicative short-comings.

We also know something about the difficulties that an ever-growing number of non-native-speaking (NNS) professionals have with English. Many NNS professionals struggle with the vocabulary: having enough and knowing what to use and when to use it being particular problems. In fact, vocabulary is consistently cited as the primary barrier to successful communication for NNS healthcare professionals. What is particularly interesting is that it is frequently the vocabulary needed to interact socially that is lacking, and not necessarily the 'technical' vocabulary of the job. ESP courses that underemphasise general vocabulary in favour of professional or technical vocabulary may not be doing their students any favours.

Surprisingly, vocabulary problems are not solely the preserve of the NNS professional. Studies from both sides of the Atlantic (Bourhis, Roth & MacQueen, 1989; Azam & Harrison, 2011; Bagley, Hunter, & Bacarese-Hamilton, 2011; Dahm, 2011; Lerner, Jehle, Janicke, & Moscati, 2000) have shown that, unbeknown to the professionals treating them, native-speaking patients often fail to fully understand common terms. Words that frequently cause problems include *fracture* and *break*, *tendon* and *ligament*, and *unconscious*. While it is the case that problems defining or explaining terms were magnified in those patients who had English as a second or other language, it cannot be assumed that native speakers fully understand the gravity or otherwise of their medical condition, even when apparently 'simple' terms are used. This clearly has significant implications for professionals who don't have English as their L1.

There is a further imbalance in the literature when it comes to the type of medical profession that falls under the spotlight. As it currently stands, we know little about the communication styles or the vocabulary used by healthcare professionals other than doctors and nurses – and for many years even nurses failed to feature, a situation that was almost certainly a reflection of the traditional hierarchy in

“In fact, vocabulary is consistently cited as the primary barrier to successful communication for NNS healthcare professionals.”

medicine. For professionals involved in second language education for healthcare – course writers, course developers, and teachers – the lack of knowledge is compounded by (and results in) a lack of teaching materials for

professionals. The commercial materials that do exist are generally aimed at just two professions: doctors and nurses, both pre or post-training, and often show a disparate range of approaches and methodology. Few materials exist for the lingua franca market which I find surprising, given the enormous number of NNS professionals globally who use English to communicate with other NNS professionals. It is widely accepted that the vocabulary needs of a Filipino nurse in a British hospital are not always going to be the same as her Swiss counterpart in Geneva using English to communicate with a Turkish patient, or the Austrian doctor communicating with a Japanese tourist.

It is standard practice for the ESP teacher, in healthcare or otherwise, to write a course from scratch or to adapt materials to suit the needs of her students. The vocabulary content of that course is vitally important. Our own experience as teachers tells us that vocabulary is key to successful language acquisition while academic studies (Feldman & Kinsella, 2008; Folse, 2004; Hu & Nation, 2000; Kojic-Sabo & Lightbown, 1999; Nation, 2001) consistently show that vocabulary is the strongest predictor of success for language students. The more words you know, the easier it becomes to acquire more, particularly through reading.

The opposite is, sadly, also true. Coverage, i.e. the percentage of words a student needs to know in order to comfortably read a text, is estimated at between 95 and 98%. Put another way, in a text of 1,000 words, the student needs to know between 950 and 980 words in order to understand the text without too many hours spent in the dictionary, and to stand any chance of guessing the meanings of new words from the context. Too many unknown words can mean little, or nothing is understood.

Luckily for students of English, the first 2,000 words in the language could well provide more than 85% coverage of most texts, including medical and other specialist texts. What this also means, however, is that the students need to know the first 2,000 words before they start to tackle the more technical items found in specialist English. In the past, it was assumed that learners studying specialist English of any discipline were tertiary level students who had already achieved a reasonable level in the language. These days, for a variety of reasons (including the growth of medical tourism and consequent demand for English speakers, and the seemingly unstoppable influence of English on education systems),

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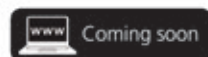
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Table 1: Guidance handout for the CVD simulation lesson

On your own (approx. 30 minutes)		
Step	Actions	Objectives
1.	Access the simulator tool using the link on the wiki.	Gain access to the simulator.
2.	Using your images and images for the 'Images for CVD simulation' folder located on the wiki navigator, simulate all three conditions of CVD for images of your choice. Tip: For creating the visual comparison, use the same image.	Experience color vision impairment through your images. Connect the image to the type of condition.
3.	Study the results of each simulation: What is different? What do you already know about this condition (e.g. missing cones)? How does the image reflect this impairment?	Identify the differences of the three conditions. Think about what you already know about each condition. Does your simulated image show this?
4.	Create a set of screenshots to show all three conditions for one or two images(s) of your choice (see example on wiki) on your wiki page. Write some initial observations about the images.	Create and collect content (screenshots). Write your observations for these simulations.
Pairwork (45 minutes)		
Step	Actions	Objectives
1.	Study the set of images you and your partner have saved.	
2.	Discuss the following questions, making notes: <ul style="list-style-type: none"> What is different and why might this situation be difficult to deal with? How might an impaired person deal with this situation? Explain possible solutions. How might the impairment affect career choices for a person with these types of CVD? What advice would you give to someone in the impaired person's context (e.g. a parent, a teacher, a work colleague)? 	Explain your impressions. Give reasons for your explanation based on what you know about anomalous trichromatism and dichromatism. Provide advice from an optometrist.
3.	Upload one set of images and write the outcome of your discussion on your 'partner' wiki page.	Reach decisions. Synthesize your understanding of CVD.

Inspired?

Integrating technology such as a simulation will not only allow your learners to engage interactively and make their learning easier, it will help them achieve their learning goals and have some fun along the way. Equally important, technology integration can be an inspirational boon for teachers because the uses and adaptations are nearly endless. Learner-centric web technology means that even teachers with little experience in using technology can contemplate giving a tech-based approach a go.

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Challenges in Content and Language Integrated Learning (CLIL)

KAY BENTLEY

This article first summarises the development of CLIL as an approach then discusses four key challenges which both teachers and students tend to face when teaching or studying in CLIL programmes: understanding what CLIL is, their own language levels, uncertainty about CLIL methodology, and lack of resources.

The acronym, CLIL, was first used in 1994 to describe one form of good practice in European primary and secondary schools "where teaching and learning take place in an additional language" (Coyle, Hood, & Marsh, 2010, p. 3). What is significant is that content was placed before language in the acronym, the reason being that subject content determines the choice of language used to teach subject matter as well as the language students use to communicate their knowledge and ideas about the subject matter. By 2004, the European Commission, in their **Action Plan** for promoting language learning and linguistic diversity in Europe, noted that CLIL was "of unusual interest" (Eurydice, 2006, p. 3). Furthermore, it was stated that by teaching subjects and languages combined, i.e. the integration of content and language, CLIL would offer students a better preparation for life and opportunities for mobility in Europe. This statement was reiterated in a recent report which considered CLIL to be "a promising approach worth applying in vocational training contexts" (ET 2020, 2012, p. 6). Since 1994, a CLIL approach has been implemented widely across Europe in a diversity of programmes from pre-school to tertiary contexts. In addition, an increasing amount of significant research undertaken in CLIL classrooms has been published using both quantitative and qualitative data. But what exactly is a CLIL approach and what are the CLIL-specific challenges surrounding it?

What is CLIL?

The first key challenge for teachers relates to the understanding of what a CLIL approach is in the classroom. In order to provide a planning reference for teachers, Do Coyle identified four key, interrelated components of CLIL (content, cognition, communication, and culture) and subsequently developed the **4Cs Framework**. She considered that what differentiates CLIL from approaches such as content-based education or bilingual education in general is "the planned pedagogic integration of contextualised content, cognition, communication, and culture into teaching and learning practice" (Coyle, Hood, & Marsh, 2010, p. 6). Although a range of CLIL models is implemented in different ways in different contexts, Coyle believed there were common practices and a



Monday morning clinic

A.D.OCTOR

*There are lots of patients...quite a queue.
Mrs. Mills (of course)... 'So how are you?'
'Oh doctor, doctor, I'm not well.
There's a boil on my bottom and it's
giving me hell.
And yesterday I had a fright –
As you can see-my hair's gone white!
I have a fever- really hot,
And on my nose a nasty spot.
It's awful- I was sick all night.
Please give me something to put that right.
I've bruised or twisted every bit –
It hurts to stand,-and it's worse to sit!
I did some gardening in the sun,
Now head AND backaches have begun.
I'm sorry if I seem a bore
But honestly, my throat's so sore!
I'm going deaf, I'm going blind-
Please doctor help me, - you're so kind.
An insect in my room last night
Gave me such a nasty bite.
And what is this? – I just can't think,
My pee's a shade of green and pink.
My stomach gurgles, my bosom hurts,
I can't fit in my mini-skirts!
And doctor, what's this dreadful pain?
It comes and goes,-Ow! It's here again!
All day and night it bothers me
In tooth, and jaw, and neck, and knee.
I feel SO ill. That's this week's list!
I don't THINK there's anything I've missed.'*

*'Each week I hear this dreadful chatter....
I can't find ANYTHING the matter!
I've checked you now from head to toe,
Bits that are high ... bits that are low....
Inside and out! At your insistence
I've even checked you from a distance.
I really must see other patients
And, dear lady, you test MY patience!*

*I can't do more, dear Mrs Mills.
Just GO AWAY and TAKE YOUR PILLS!'*

**A contribution to medical science by
Mark Fletcher**

ETAS Journal Book Review Guidelines

A full book review should be about **500-800** words and should be a constructive appraisal of one book or monograph, or several works. This review is **not** primarily a summary; rather, it is an analytic or critical discussion of a book or article, hence it **comments on** and **evaluates** the author's purpose, thesis, contentions, and methods of analysis in an engaging and informative way.

A good review may include many or all of these themes:

- the intended audience for the book and who would find it useful
- a brief background of the author(s), including the circumstances, context, or impetus of the book's creation and publication
- the main ideas and major objectives of the work and how effectively these are accomplished
- the theoretical issues, debates, and trends raised by the work
- the soundness of methods and information sources used
- the work's merit in comparison with others on this subject
- relevance of the work and its contributions to the field
- constructive appraisal of the work's strengths and weaknesses
- for edited books: dominant themes with reference to specific chapters
- coherence and clarity of the author's/authors' presentation, including effectiveness of writing style, organization, and tone

The header of the review should include:

- the author's/authors' or editor's/editors' first and last name(s) (**please indicate if it is an edited book**)
- the title of the book
- the year of publication
- the place of publication
- the publisher
- the number of pages
- the price if available (and please indicate if paperback or hardcover)
- the ISBN

At the end of the review, please include:

- the reviewer's first and last name
- institutional affiliation

Style and submission guidelines:

The review must be written as MS Word, in Times New Roman, font size 12.

Language must be direct and void of unnecessary jargon and technical terms. Use the active voice as much as possible.

All references should be made **in-text**, rather than as footnotes or endnotes. When citing references, use the **APA 6th Edition** referencing style.

The review must include a statement that the submission has not been previously published and is not being considered for publication elsewhere.

Reviews should be written **within three months** of receiving the materials. Reviewers are welcome to contact the Book Reviews Editor for help or to send drafts.

ETAS Journal reserves the right to edit reviews for style, conciseness, and consistency. The completed review should be sent as an email attachment to the **Book Reviews Editor: bookreview@e-tas.ch**

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Library updates

RECENT ACQUISITIONS

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Number	Title	Author(s)/ Editor(s)	Description	Publisher	Year	Category
10124	Communicating Across Cultures	Dignen B.	Short course (20-30 hours) for intermediate (B1-B2) learners of Business English who want to succeed in an international business environment. Draws on inspirational advice from leading figures in the world of cross-cultural communication. Covers all types of spoken and written communication (meetings, negotiations, phone calls, emails). (With audio CD)	Cambridge University Press	2011	English for Specific Purposes: Business English
1047	English for Academic Purposes	de Chazal E.	What is EAP and how is it best taught in a variety of academic contexts? This book discusses this fast-developing area of language teaching and helps you to become more familiar with a range of key concepts and issues, giving you a better understanding of how they impact on your teaching.	Oxford University Press	2014	Methodology and Linguistics
15510	ETAS Journal, Spring 2014, Vol. 31 No. 2	Pioquinto C. (Ed.)	ETAS 30th Annual Conference and AGM, and ETAS Crossing Borders: Voices from France	ETAS	2014	ETAS Journals
1026	Evolving English: One Language, Many Voices	Crystal D.	In this illustrated history of the English language, David Crystal charts the development of the language from the earliest runic inscriptions in Old English, through the emergence of a standard variety of English between 1400 and 1800, to the most modern forms of the language. He draws on examples of English in its various uses and styles, and also considers the regional and international varieties of English. This book shows where our language has come from, where it is now, and where it is heading.	The British Library	2010	Methodology and Linguistics
1003	How Languages are Learned	Lightbown P. M. & Spada N.	Introduction to research in language acquisition. Relates language acquisition theory and research to teaching and learning in the language classroom. New 4th edition, with updated content that gives teachers information about recent research on L2 learning, and many activities and questions for reflection which personalise content and support critical thinking.	Oxford University Press	2013	Methodology and Linguistics
2198	Intercultural Resource Pack	Uttley D.	This resource book aims to develop intercultural awareness and competence through 50 different activities consisting of discussion topics, exercises and explanations. Topics include: 'What does culture matter?', 'Types and stereotypes', 'Culture and communication', etc. With thorough notes for the teacher and suggestions for further reading.	Cambridge University Press	2004	Resource Books
1254	Needs Analysis for Language Course Design	Huhta M., Vogt K., Johnson E. & Tulkki H.	This book combines the latest research into language needs analysis with practical applications, in order to help you tailor language courses for professionals at work, vocational schools, and undergraduate and graduate students of any discipline.	Cambridge University Press	2013	Methodology and Linguistics
1031	Teaching English as an International Language	McKay S. L.	English is the major language of international communication and everyone wants to learn it. But which English, and how? This book provides an overview of this increasingly important field. The author questions the cultural assumptions underlying much English teaching, arguing that classroom aims and methodology should be based on the requirements of an international language.	Oxford University Press	2002	Methodology and Linguistics
1046	Technology Enhanced Language Learning	Walker A. & White G.	This book discusses how the use of technology opens up opportunities for learning, how it enables different types of learning, and how it affects language use. It brings together theory and practice, and helps you become more familiar with a range of technology tools that you can use in class. Practical tasks help you reflect on their use.	Oxford University Press	2013	Methodology and Linguistics
1027	Thinking about Language Teaching	Swan M.	The book brings together a selection of Michael Swan's best known and most widely cited articles (1982 - 2011). The articles address topics that remain highly relevant to language teachers today, while also providing a historical perspective on developments within the field. The selection includes some of his less serious, satirical observations on the world of language teaching theory and practice.	Oxford University Press	2012	Methodology and Linguistics

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