



Title of Report: Teaching English to Nursing and Midwifery Students in Switzerland
Case Report Author: Cristina Vieira Oberholzer, Cambridge ESOL Celta and Delta Trainer;
Head of Teacher Training
Training Organization: [Flying Teachers](#)¹ – Zürich, Switzerland
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1. Identify and describe the training program.

The aim of the training program described in this case report is to teach English to adults and young adults who are studying for a career in nursing and midwifery. Designed by Flying Teachers, the sixty-hour program aims to provide pre-experienced students with communicative practice in real work situations by developing key interpersonal skills for patient relations. The course also aims to help students with specialist vocabulary and reading for nursing. The program can be taught on an intensive or extensive basis. That choice is generally decided by the nursing school where the language training takes place. In those nursing schools, English is taught as a mandatory subject.

Because the nursing schools need English teachers who not only can teach English as a foreign language but also English for specific purposes, the training for the teachers is provided by our language school, Flying Teachers. There are eight teachers involved in the program and all of them hold a CELTA qualification. Some of the teachers have some experience in nursing but most of them have become specialists in the field through the Flying Teachers internal training program. This case report describes the first twenty hours of the sixty-hour course.

2. Describe the target audience for the training program.

The lessons take place at different nursing and midwifery schools in Switzerland. The learners' ages range from eighteen to the early forties. Despite the number of non-Swiss in the groups, the classes are conducted in High German, the official language at the nursing schools.

To sum up, the parties involved in the program are:

- The clients: nursing and midwifery schools that offer clinically-focused courses for future nurses and midwives;
- The learners: adults and young adults who are studying for a career in nursing and midwifery and who need English for medical purposes; and

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- The language school: Flying Teachers, offering tailor-made courses according to the clients' and learners' specific needs.

3. Describe the needs assessment procedures utilized to develop the program.

The identification of the client's needs is done through interviews with the contact person at the nursing school. This first step enables Flying Teachers to identify who the learners will be, what their ages are, and how many contact hours the course covers. This first contact also helps Flying Teachers to understand what kind of assessment the school expects and what is required from the teacher in terms of course administration (e.g., records of attendance, preparation of written reports, participation in teachers' meetings, the teacher's role in relation to discipline, etc.).

The identification of the learners' needs also involves two phases of testing:

1. First, the students have to complete the Flying Teachers online placement test. The discrete-point items test accuracy of grammar and vocabulary. The results identify the learners' level in relation to the Common European Framework of Reference. Completion of this test is a first step in the placement of students in the different groups.
2. Second, the discrete-point items used on the online test do not assess the learners' communicative ability. So in order to get a more reliable result and correct any inaccuracies generated by the computer-based test, the teachers are encouraged to use what we call a "Day 1 Speaking Package." The package involves two or more speaking activities which the learners complete in pairs or in groups for the teacher to assess their speaking and listening skills. The package also helps the teachers start establishing rapport with the learners through the personalization aspect of the first activity. Another important aim of the first day is to introduce the learners to the idea of the communicative classroom, in which learners are constantly involved in the completion of learning tasks.

The instructions in the Day 1 Speaking Package also encourage the teacher to start giving students feedback on their performance: Good examples of language use could be highlighted on the white-board, along with the correction of common errors. The aim here is to show students that they will be corrected in a sensitive way.

These two assessment procedures aim to identify the learners' training gaps in relation to their linguistic and communicative competence. The next step is the identification of the learners' specific needs: What do they need to know in order to perform their future job well? To answer this question, we use a needs assessment questionnaire.

As noted by Nunan (1988, p. 20), "Humanistic education is based on the belief that the learners should have a say in what they should be learning and how they should learn it." This statement is especially true for professional courses, as students often need to learn specific materials to do their jobs effectively. Accordingly, to identify the needs of our

specialist groups, we use questionnaires which assess both students' objective and subjective needs. Objective needs are based on learners' personal data, while subjective needs reflect the perceptions, goals, and priorities of the learner, including information about their motivation and learning styles.

The aim of the needs assessment questionnaire is to help us identify the course content and priorities. A principle which underlies effective needs assessment is the constant revision of the students' needs. That is why students complete the form every twenty lessons. As the course progresses, students acquire more classroom experience and become more familiar with course content and material. This familiarity prepares them for the next stage of a course. The results of the second needs analysis questionnaire tend to show that the students can have a different perception of their needs at a later stage, principally when it comes to what the focus of the language classroom should be (part 3 of the questionnaire given in Appendix A). The questionnaire can also be administered in German to help lower-level students complete it.

Furthermore, the teachers' observations of the students are another important aspect in the identification of the students' needs. Through monitoring and by listening to the students, the teachers can identify where the learners' linguistic gaps are.

4. Explain the English language training program's over-arching goals and specific objectives.

We use Graves's (1996) definition of aims as general statements of the overall, long-term purposes of a course, and objectives as specific ways in which the goals will be achieved. Because the nursing program has a clear focus on a set of pre-determined objectives, it has the characteristics of a synthetic syllabus (Nunan, 1988): Different parts of the language are taught separately so that acquisition will be a process of a gradual accumulation of parts. The program is also product-oriented, as the focus is on the knowledge and skills which learners should gain as a result of the first twenty hours of instruction (Nunan, 1988).

These definitions have helped us identify the following learning aims and objectives of the first stage of the nursing course:

NA results: Needs identified by the testing procedures (1), the needs analysis questionnaire (2) and/or by the teacher (3)	Learning aims	Learning objectives At the end of the 20-hour program, the nursing students will be able to ...
Students confuse present continuous vs. simple (1)	To provide students with practice using present continuous and simple for actions happening at the moment of speaking vs	<ul style="list-style-type: none"> Describe actions happening at the moment of speaking ("I'm checking their blood pressure") and habitual job routines ("I check their blood

	habits	pressure.”)
Confusing prepositions of place with prepositions of movement (1 and 2)	To focus on the use of prepositions of place and movement	<ul style="list-style-type: none"> • Describe where the different departments in a hospital are. • Give directions in a hospital.
Naming the departments in a hospital (2)	To provide students with practice using lexical items related to hospital departments	<ul style="list-style-type: none"> • Use the names of different hospital departments when describing where they work or when giving directions.
Describing the admission procedure in a hospital (2)	To enable students to use lexical items related to the admissions procedure in an accurate and fluent way	<ul style="list-style-type: none"> • Use words/expressions like <i>a triage nurse, an initial assessment, registration, treatment, priority, etc.</i> fluently.
Asking questions when admitting patients to a hospital (2) Asking people for personal details (2)	To focus on functional language related to asking and answering questions for a patient record	<ul style="list-style-type: none"> • Ask questions for the admissions procedure. <ul style="list-style-type: none"> ▪ Complete a patient record.
Language to give instructions, emphasize what is important, and ask for instructions (3)	To provide students with practice of imperatives and modals <i>shall</i> and <i>should</i>	<ul style="list-style-type: none"> • Tell patients what to do. • Ask colleagues for instructions.
Talking about first aid (2)	To focus on lexical items related to first aid (<i>CPR, mouth-to-mouth, defibrillator, etc.</i>) To provide STS with practice listening for specific information in the context of first aid	<ul style="list-style-type: none"> • Use the vocabulary related to first aid fluently. • Understand instructions in first aid and follow them.
Asking and answering questions about pain (2)	To provide STS with practice using collocations related to pain To provide STS with practice listening for specific information in the context of “describing pain”	<ul style="list-style-type: none"> • Describe different types of pain. • Understand patients describing their pain.
Reading an authentic text about pain (2)	To provide students with practice reading for gist and specifics in the context	<ul style="list-style-type: none"> • Understand authentic texts better.

	of "pain"	
Writing a pain report (2 and 3)	To provide students with practice writing short reports To focus on linkers of addition and contrast	<ul style="list-style-type: none"> • Write a short report. ▪ Use linkers like <i>but, although, in addition to that</i>, and so on.
Naming internal organs (2)	To provide students with practice of lexical items related to internal organs	<ul style="list-style-type: none"> • Describe internal organs.
Confusion between past simple and continuous (1 and 3)	To clarify the differences between the use of past simple for completed past actions vs past continuous for actions in progress in the past	<ul style="list-style-type: none"> • Describe what happened in the past and give the background of what was happening.
Focus on sounds in isolation and in connected speech (3)	To raise students' awareness of sounds of English, word stress and weak sounds	<ul style="list-style-type: none"> • Use the right word stress in polysyllabic words like <i>Cardiology, Gynecology</i>, etc. • Use contractions and weak forms in present continuous and past continuous. • Be better understood by their listeners.
Focus on learner training (3)	To raise students' awareness of different ways of organizing their learning	<ul style="list-style-type: none"> • Organize their learning better by using mind maps for writing, index cards for vocabulary retention, and so on. • Be more familiar with self-study possibilities.

In order to help our nursing students understand the aims and objectives of the course, we give them a course program. The document displays the following characteristics:

- It is an outline of what the course will cover.
- It clearly shows the learners that the program comes from the needs assessment questionnaire they have completed.
- It can be adapted and revised before the next needs analysis.
- It focuses on communicative language use and avoids metalanguage.

- It refers to different ways of organizing learning.
- It includes opportunities for self-evaluation.
- It refers to course evaluation.

5. Describe the teaching methods and training procedures used in the program.

The nursing course is taught through a variety of teaching approaches, according to the different skills or parts of the language systems we focus on. We follow what Larsen-Freeman (1998) calls *principled eclecticism*: a reference to different methods and approaches as a way of catering for the different learning styles in the group and exposing students to different ways of learning. All the approaches described below have a point in common: The learner is always involved in the completion of learning tasks that are followed by useful feedback provided by the teacher.

Listening and reading are taught through the three stages described by Woodward (2001).

- The pre-receptive skill stage aims to develop the learners' top-down knowledge. Here the teacher generates the learners' interest in the topic of the text and helps them understand the context.
- The while-receptive stage will develop their ability to process bottom-up information (listening for gist; listening for specifics; taking notes while listening; inferring meaning).
- In the post-receptive stage, there is always an opportunity for the learners to react to the text they have just read or listened to: We include a productive skills task (speaking or writing), which could be a role-play, a discussion, or a case-study.

Grammar is taught as a process. The topic-based specification of the nursing course program also aims to raise the learners' awareness of grammatical constructs. In the course, grammar is always taught in context through text-based presentation, for example, or as a result of the language produced by the learners in the classroom. This approach means that after the completion of communicative tasks (role plays, discussions), the teacher will clarify aspects of the meaning, form, and pronunciation of the structure by involving the students in the correction of the sentences they produced. "The learners are constantly engaged in reanalyzing data, reformulating hypotheses, recasting generalizations," as Nunan suggests (1988, p. 118).

The teaching of vocabulary is done through test-teach-test. Students complete tasks focusing on the meaning of the target words. They generally do a first matching exercise which could have visuals, synonyms, opposites, or definitions. This inductive approach enables the learners to try to work out the meaning of the words on their own or in pairs. In the correction stage of the testing task, the teacher clarifies meaning by asking concept

questions and highlighting any specific features of form, use, and appropriateness. Drilling and phonemic cards are also used to help students with word stress. The nursing students are also encouraged to keep index cards with word relations as a way of promoting their own vocabulary retention through learner training.

The different functions listed in the course program, such as *giving advice* and *making suggestions*, are introduced at a later stage and are taught through task-based learning. The teachers are encouraged to start the functional lesson with a communicative task, for example a role-play, which enables the learners to start developing fluency. A CD is then played to show the nursing class how native speakers complete the same task. This approach enables the students to compare their own performance with the recorded version. The aim is to promote noticing of any new structures or functional exponents.

Writing is taught through the process approach. We use activities to help students brainstorm ideas about the topic they are going to write about. Teachers expose them to the specific features of the genre through model texts. Signposters and cohesive devices are highlighted. Then students work on their first draft, which is corrected through peer-teaching and by the teacher. The final writing is generally done at home and the correction stage uses a correction code with which the learners are familiar.

6. Describe the teaching materials used in the program.

The course book *Nursing 1*, by Meehan and Grice (2009), is the core material on the course. The book was chosen because the topics are up-to-date and relevant to future nurses and midwives. Additionally, the lessons have a clear communicative focus with speaking activities, providing students with necessary scaffolding through prompts. The graded listening and reading texts are challenging enough for A2/B1 learners at the A2 to B1 levels on the Common European Framework of Reference. The texts provide the learners with material that future professionals are likely to encounter in real life.

The syllabus suggests that teachers accommodate trainees' different levels. The teacher can exploit the texts in more depth with the higher students, while weaker ones benefit from the clear vocabulary focus and controlled tasks to improve their accuracy.

In order to supplement the material for more communicative tasks and authentic texts, the following resources are also used:

- Fachenglish für Pflegeberufe, by Ank van de Wiel (Thieme)
- Get well – Berufliches Englisch für Gesundheit und Altenpflege, by Rudolf Szaszi (2009). Stam Publishing.
- *Learning to Learn English Learner's book: A Course in Learner Training*, by Ellis and Sinclair (1989)
- Authentic articles from Internet sources like:
 - www.netdoctor.co.uk
 - www.netdoctor.co.uk
 - www.lycos.com
 - www.ama-assn.org/insight

- www.caringonline.com
- www.healthideas.com

7. Explain the content of the English language training program.

According to Yalden (1987, p. 87), a syllabus can be seen as a "summary of the content to which learners will be exposed." The content of the nursing course is principally organized according to topics, such as *The hospital team, In and around the hospital, or Death and dying*. So, in this sense, our course follows a topic-based syllabus. Each unit focuses on the four skills and on the language system: grammar, vocabulary, functions, notions, and phonology. Additionally, the units are also organized around integrated learning tasks.

In this type of syllabus, the activities within a unit are organized using systems which underscore the organization of each lesson (sequencing materials) and the overall organization of the course. Sequencing is done according to the level of difficulty of the activity: Activities become more complex as the unit progress so that activity A feeds into activity B, and so on (Graves, 1996).

Motivated by Graves (1996, pp. 19-25) and how she categorizes content, we have decided to use a grid to show the content for the first twenty hours of the course:

<p>Topics: The hospital team; in and around the hospital; hospital admissions; accidents and emergencies; pain...</p>	<p>Reading (for receptive skills lessons or language presentation): Profile of a student nurse; the nursing profession; a hospital porter; a hospital receptionist</p>	<p>Listening (for receptive skills lessons or language presentation): Admitting a patient to a hospital; focus on word stress; a job interview; giving directions</p>	<p>Speaking: Admitting a patient to hospital; describing your job; a job interview; exchanging information about everyday life; describing equipment orally; giving directions and telling where the facilities are</p>
<p>Writing: Writing a profile of a student in the group; writing a patient summary; giving directions via email; familiarity with email conventions for addressing the reader and signing off</p>	<p>Speaking: A job interview (focus on question formation and use of discourse markers for sequencing: <i>firstly, then, afterwards...</i>); giving directions (focus on the use of imperatives and modals <i>shall</i> and <i>should</i>); describing</p>	<p>Grammar: Present simple vs. continuous; question formation and use of auxiliaries; past simple vs. continuous; tag questions; prepositions of place and movement; present perfect simple to talk about</p>	<p>Lexis : About 140 high-frequency specialized words related to jobs in a hospital; verbs for describing jobs, hospital departments, medical problems and treatment</p>

	<p>pictures (describing actions at the moment of speaking, using expressions to show position: <i>on the right, on the left hand side...</i>); asking questions for the admissions procedure (focus on indirect questions)...</p>	<p>experiences in a job interview; use of <i>which, who</i> and <i>that</i> when defining equipment...</p>	
<p>Functional language: Functional exponents commonly used in indirect questions (“Could you tell me...?”; “We’d like to know...?”); exponents for offers (“I’ll...”; “Shall I...?”)</p>	<p>Phonology: Word stress in polysyllabic words (/reɪ.diˈpl.ə.dʒɪst/; /,piː.di.əˈtrɪf.ən/); focus on individual sounds (/θ/ X /ð/ X /s/); (/ə/ X /ɜː/; /eə/); focus on weak vs strong forms (/wɒz/X /wəz/, /wɜːr/ X /wər/)...</p>	<p>Review: Warmers and fillers will be used to recycle grammar and vocabulary; task repetition of speaking activities as a way of developing students’ fluency.</p>	<p>Learner Training Use of index cards to keep track of new words; use of activities taken from <i>Learning to learn English</i> (Ellis and Sinclair) to help students organize their learning and become familiar with strategies to improve vocabulary retention and how to improve the four skills</p>
<p>Learning tasks: Role plays using cards; controlled practice to help students with accuracy-focused activities; personalization tasks using questionnaires; comprehension questions for listening and reading; case studies for problem-solving tasks; activities focusing on learner training</p>			

8. Explain the delivery mechanisms employed by the program.

The nursing course has been designed to deliver an integrated program. All the lessons make reference to the content covered in more than one unit. Over the course, students build up knowledge related to the topics in each unit while at the same time developing their communicative skills.

Because the course is taught as part of the Swiss educational system, the main mechanism for delivery is face-to-face. The students and the teacher meet once a week for two hours with a fifteen-minute break. The equipment available includes a whiteboard and an overhead projector. The whiteboard is mainly used for answers, language clarification, brainstorming, activity set-up, lesson agenda, and the vocabulary corner. The overhead projector can show prompts to scaffold communicative activities. It is also used to help students in the correction of reading tasks: The teachers are encouraged to show an enlarged copy of the text and specific parts are highlighted or underlined to confirm the

answers to the comprehension questions. This is also a good opportunity for the teaching of new words generated by the reading tasks.

Tutorials on the nursing course were adapted from the model used on Cambridge ESOL CELTA courses. This model was chosen because students get written feedback on a regular basis. The written feedback highlights strengths and weaknesses. It focuses not only on the learners' linguistic performance but also on their participation in the classes, the organization of their language portfolio, and the organization of their learning. The second tutorial involves a self-evaluation form completed by the learner. By completing that form, the learners get involved in their own assessment and are invited to reflect on their progress.

9. Explain the assessment procedures used in the program.

The intake assessment procedures were explained above. In addition, learners' progress is monitored on an on-going basis (formative evaluation) as teachers make notes, give feedback, correct the learners' output, and find extra practice materials for remedial work. For speaking activities like role-plays, case studies, or problem-solving tasks, the teacher is encouraged to keep a feedback form. This learner-centered correction system is then kept in each student's learner portfolio. Peers can also be involved in the correction when taking notes of errors noticed while colleagues complete speaking tasks.

Learners' assessment is also summative through regular progress checks. These progress tests assess learners' vocabulary and grammar through discrete-point items. The accuracy-focused exercises used are practical and reliable because the use of direct testing has an impact on objective results. This test format is also very similar to the way the Swiss educational system tests students and therefore is recognized as an effective way of testing, generating positive washback.

However, the communicative aspect of the nursing course cannot be tested directly. That is why the assessment also involves communicative tests of speaking and writing.

Through speaking tests, students get feedback on discourse management, interactive communication and phonology (individual sounds and intonation patterns). To assess speaking, teachers use the speaking assessment form below. The aim of the form is to raise the learners' awareness of speaking sub-skills for effective interactive communication without using terminology which is too technical.

Speaking assessment form (completed by your teacher as you complete speaking tasks)		
Did the student show that he can...?	Yes	No
keep the conversation going fluently?		
use discourse markers/signposts to help the		

listener follow what he is saying?		
use a range of words related to the topic?		
use grammatical structures correctly?		
pronounce words accurately and use appropriate intonation?		
react to his peers' comments and respond to them using the right tone?		

Writing is also assessed on an ongoing basis and students are encouraged to correct the errors highlighted by the teacher's use of a correction code. The piece of writing is returned to the learner attached to the feedback form below. The form will familiarize the learners with writing sub-skills:

Writing assessment form (completed by your teacher based on the text you have written)		
Did the student show that he can...?	Yes	No
inform the reader well, providing all the necessary information?		
organize the ideas in different paragraphs clearly?		
use linking words to make the text cohesive?		
use grammatical structures correctly?		
use words that are related to the topic correctly?		
address the reader and sign off appropriately?		
use the right tone?		

What does the learner portfolio contain? Throughout the course, the learners file examples of their work and the teacher's feedback attached to products. The portfolio is color-coded: Learners' work is always printed on white paper and the teacher's feedback is given to them in a different color. This procedure enables them to recognize the difference between their work and the teacher's comments. The different stages of the course are

separated by the progress reports which the learners receive during tutorials. The form is a summary of what has happened in a period of five lessons (ten hours).

10. Explain the program evaluation mechanisms used.

Teachers are encouraged to ask for oral feedback on the courses on an ongoing basis. The communicative focus of the lessons, the learners' involvement in course design, and the frequent one-to-one tutorials tend to have a positive impact on the communication with the teacher. Our teachers report that the learners are willing to express opinions about the course material and that information is essential to help us make changes and react to students' needs.

Course evaluation also involves telephone calls made by the Flying Teachers Quality Management Department. The manager calls the school contact person and some of the students and asks them for feedback in German. The use of the learners' first language is essential here as they feel secure enough to say what they really think. The questions asked are:

- How do you feel about your English course?
- Are you making progress? What makes you say that?
- What suggestions would you like to make?

Teachers and head teachers get a copy of what the learners have said. The data are analyzed and an action plan is written.

There are also informal mid-course evaluations. The aim here is to collect more information about how the learners feel about the way the course has been designed. This evaluation is done as a speaking activity in which the students interview each other, asking what their partners like, don't like, and would like to have added to the course. It is a useful process because it takes about ten minutes to complete and is done as a classroom activity. Because the students take notes of what their partners say, the results are likely to be trustworthy. The learners are not afraid of giving honest feedback. The form also makes reference to the course program received and that process provides an opportunity to reflect on the content of the course and their learning. A summary is produced identifying areas for us to work on.

The end-of-course evaluation is done through a detailed questionnaire in which we ask questions about learners' progress, course content, materials, and methodology. This questionnaire is completed online and the data collected are analyzed and summarized by the Flying Teachers Quality Management Department. The questionnaire can be downloaded in German.

11. Discuss the challenges involved in offering this English training program.

There are a number of challenges involved in the design and delivery of the nursing course.

First, despite all the efforts to get reliable results about the learners' levels, there might be learners who are placed in the wrong group or who might have very specific linguistic gaps. The teacher's challenge here is to provide these learners with individual remedial work and use strategies to deal with the multi-level characteristic of these professional courses. They can do that by finding extra teaching resources for a mini self-access center in the classroom. They also organize appropriate groupings within the class, to make sure that all the learners are challenged and interested.

The process of identification of the learners' needs can also be challenging: Due to practical reasons, the needs analysis questionnaire must include a list of topics for future course content. Giving the learners a blank form would probably generate more detailed results but would definitely require familiarity with the professional skills needed. Additionally, the course designer would probably have to deal with individual needs that we would not be able to cater for. Therefore, the teacher's challenge is to negotiate course content with the learners and to constantly address any other needs that are related to the group's future professional requirements.

There are also challenges in terms of course design. One of the biggest is to integrate all the sources used in the identification of needs. As mentioned before, one of the most important sources of the learners' needs is the teacher. By observing students, the teacher might find out, for example, that most of the learners still find it difficult to ask questions accurately in English, so this issue will have to be catered for in the course content. However, the learners might have classified grammar as an unimportant part of the future course. So the teacher's challenge here is constantly highlighting why an activity is important to the students in relation to their future profession.

In order to assess students' progress in an effective way, several types of assessment are integrated into the course. This process has an impact on time and course administration. That is the reason why the teachers' job here is to transform assessment in a learning experience: By completing a speaking test, for example, the learners are also practicing future professional skills and that fact has to be made clear for them.

The use of a portfolio (the organized collection of all the feedback forms, speaking and writing assessment sheets, pieces of written work, progress checks, and progress reports) requires a great deal of extra course administration from the teacher. It takes a teacher about thirty minutes to complete the second progress report, a document which is essential for the learner's awareness of their strengths and areas to work on. This procedure definitely increases the course cost.

Sometimes teaching is a challenge. Students might be used to a more teacher-centered approach to teaching, without being constantly involved in the completion of learning tasks. Their familiarity with lecturing might influence their views of the effectiveness of a more learner-centered approach. It is the teacher's job to clearly tell students why they are completing a task, highlighting its usefulness in relation to their professional needs.

12. Describe the successes of the program and explain how they are documented.

The success of the program is constantly evaluated through course evaluation mechanisms described above (such as telephone calls, and mid- and end-of course evaluation). The success of the program is also assessed by meeting with the school contact person, examining the test results, and reviewing the learner portfolio.

In order to document success and areas to work on in a more systematic way, we have followed the model in which Cambridge ESOL CELTA courses are assessed. This way, our nursing courses are assessed by an external assessor, i.e., a head-teacher who visits the course in the first twenty hours and afterwards every sixty hours. A member of the Swiss school staff is also invited to help us assess the course. The head-teacher's visit aims to do the following:

- talk to the learners in an informal meeting to give them the chance to express their opinions;
- observe a lesson in order to assess planning and delivery;
- analyze the learners' portfolio paying attention to the quality of the learners' work and what is required in relation to course content; and
- analyze the course program.

The choices and decisions made when designing the nursing and midwifery course were always related to the principles of humanistic education. The learner is not only an intellectual, but also an emotional being. Moskowitz (1978) highlights the point that humanistic education focuses on the interpersonal connections between the learner and the other learners, and between the learner and the teacher. If these interactions are positive, they impact on the acquisition of knowledge. In this sense, learning is not only seen as the acquisition of course content, but also as the personal development of the human being. Based on that view, the course was designed to help future nurses and midwives use English as effectively as possible when interacting with people in need of health care.



Appendix A: A Needs Analysis Form*

Dear Student,

First of all, we would like to thank you for helping us by completing the form below. It will be used to design a course to suit your needs. The information will help us develop the first part of our course program (20 hours). It should take approximately 10 minutes to complete.

1. Personal Information

Date:

Surname:Name:.....

Nationality:

School year:

When/where you started English :

2. What I need English for: Please circle the **10** items that are most important to you:

1. Naming and describing hospital jobs
2. Talking about regular activities in hospitals
3. Reading articles about nursing
4. Talking about work and training
5. Naming the departments in a hospital
6. Understanding and giving directions
7. Reading an article about wheelchairs
8. Describing the admission procedure in a hospital
9. Asking people for personal details
10. Completing patient records
11. Reading an article about doctors and their handwriting
12. Talking about first aid
13. Instructions for CPR
14. Describing symptoms of shock
15. Asking and answering questions about pain
16. Reading articles about pain
17. Writing a report on a patient's pain
18. Naming internal organs

3. I need the lessons to focus on:

*Please rank in order of importance 1 - 6 (1 is the **most** important)*

- () Speaking () Writing () Listening () Reading
 () Grammar () Vocabulary



4. In class, I like to do: *Please tick (✓) whichever relevant*

- | | | | | | |
|-----------------------------------|--------------------------|-----------------|--------------------------|------------|--------------------------|
| puzzles/word games | <input type="checkbox"/> | pair/group work | <input type="checkbox"/> | work alone | <input type="checkbox"/> |
| take notes of new words | <input type="checkbox"/> | games | <input type="checkbox"/> | | |
| moving around | <input type="checkbox"/> | listen to songs | <input type="checkbox"/> | | |
| see pictures and different colors | <input type="checkbox"/> | | | | |

5. I'm learning English because:

- | | | | |
|-------------------------|--------------------------|------------------------|--------------------------|
| My job requires English | <input type="checkbox"/> | It is good for my C.V. | <input type="checkbox"/> |
| It's a world language | <input type="checkbox"/> | I like the language | <input type="checkbox"/> |

Thank you for your time.

*This form can be translated into German, depending on the learners' levels.

References

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