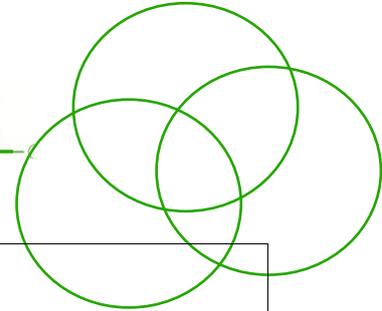


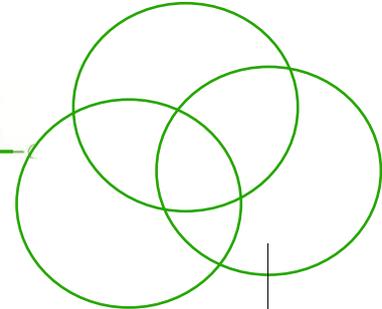
Curriculum language assistant

Overview

1	Presentation round
2	Presentations, Expectations, Topics, Wishes, Questions
3	Foreign language learning in adulthood
4	Experience of self– explaining terms
5	Awareness of languages
6	<ul style="list-style-type: none"> • Oral • Written
7	Typical mistakes
8	Grammatical regularities
9	Phonetic regularities
10	Suggestions for support
11	Correcting mistakes
12	Collecting correction suggestions
13	Critical communication situations
14	Communication strategy
15	Learning strategies
16	Learning vocabulary
17	Position and task of the language assistant
18	Time management
19	Feedback and conclusion



<p>0</p>	<p>WELCOME, PRESENTATION OF THE TRAINER</p>
<p>1</p>	<p>PRESENTATION ROUND</p> <p>Any procedure can be applied here.</p> <p>This has proven useful:</p> <p style="padding-left: 40px;">There are 4 sheets of paper in different colours in a row on the ground, with one word on each: name, assisting colleague, institution, ...</p> <p style="padding-left: 40px;">Each P proceeds to every sheet and gives the corresponding information.</p> <p style="padding-left: 40px;">The question mark means: “What additional interests, abilities, etc. can you contribute to the language assistance?”</p>
<p>2</p>	<p>IDEAS, EXPECTATIONS, TOPICS, WISHES, QUESTIONS</p> <p>Aim: Introduction to the topic and comparing the concept with the participants' expectations. The P write their ideas, expectations, etc. freely and unsorted on flashcards. The cards are then hung up on a wall, read out loud for everyone and sorted by topic.</p> <p>Exemplary collection of questions by topics:</p> <p>Correction/ Support in language improvement</p> <p style="padding-left: 40px;">Teach “high or low” language skills? – language and writing, how can I support? – Improvement of written language – Handling “mistakes” and “correction” – How to handle spoken language – How do I support when words are lacking? – Ways of helping/ supporting – How can I help my colleague with her language without patronizing her? – What mistakes are okay? – Correcting “politely”, but how? – Am I “allowed” to correct mistakes? (in documentations for example)</p> <p>Position of the team and the treatment of the topic “Not-English mother tongue” inside the team</p> <p style="padding-left: 40px;">How to raise the awareness of the team? – Do we introduce the team and share tasks?</p> <p>Position and tasks of the language assistant</p> <p style="padding-left: 40px;">What is my role as language assistant in everyday life? – What expectations may my colleague have for me as her language assistant? – How do I treat my assistant colleague? (What are my tasks) Questioning my attitude – What should I avoid in any case?</p> <p>Strengthening the confidence of the non-native speaking colleague</p> <p style="padding-left: 40px;">Strengthening the (language) (self-) confidence – new self-esteem through “other” understanding of language (for colleague) – How can I support/ strengthen her confidence?</p>



3 FOREIGN LANGUAGE LEARNING IN ADULTHOOD

I. Entry:

Try to imagine the feeling of being exposed to a language that is completely foreign to you. Test yourself using this text. (Old-German text)

Reflexion

- What did you feel when you tried to understand the text?
- What meaning could the text have for you as a language advocate?
- How do you understand this phrase: „Sprechen Sie uns doch bitte entsprechend unseren Kenntnissen“?
- Can this situation be transferred to your daily work? In what situation? (language advocate, contacts with patients, with colleagues...)

II. Specialties of foreign language learning in adulthood

The next section is about if and in what way the age of the learner influences the process of learning a language.

There are limits to the learning ability:

- real and existing ones, limiting the maximum skills or potential possibilities of every human being
- and psychological limitations that everyone imposes on themselves.

Are the following statements true or not? Talk about your opinions in the group.

- The intellectual learning ability decreases because of age.
- Children can learn new languages more successful with regard to their learning speed than adults.
- Adults learn the word order and the structure of sentences of a language faster than children.
- Children can learn languages easier than adults.
- If you do not have a high IQ, you will have a hard time learning languages.

Which factors benefit or hinder learning a foreign language?

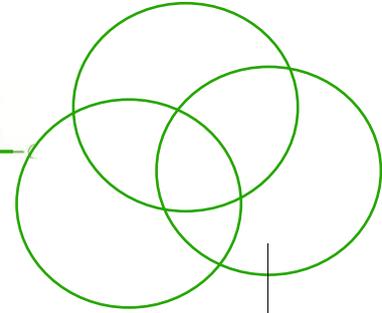
Introduction

Learning languages does not happen in a vacuum. It is a complex process which is influenced by many factors that are given by the learner as well as the learning environment.

The learners are in constant contact and interaction with their social environment. That is why learning is not “only in the head” but also in the “world” (e.g. work environment).

Individual factors

- **Age:** Passed language exam: 16-19 years old = 66%; > 55 years old = 46%
- **Sex:** statistically, women learn a foreign language easier than men
- **Mother tongue:** The “closeness” of the first language to the second language has a crucial impact on the second language acquisition.
- **(School) education:** Passed language exam: 9 years old = 20%, 10-12 years old = 33%, >12 years old = 44%
- **Personality:**
 - cautious: only speaks when he/she is absolutely sure that it is correct
 - just starts speaking without worrying whether it is correct or incorrect
- **talent for languages**



Benefiting factors

- The learner is motivated to learn the language.
- The language is used frequently (whoever dares to speak, learns faster).
The more the learner can utilise the English language structure, the more his use of it will be oriented towards the standard English. On the one hand, this means that the more the learner comes in contact with English, the more determined his/her language competence will develop. On the other hand, everything will be forgotten faster once the contact with the language is no longer given.
- talent for languages
- Positive learning atmosphere (the learner feels comfortable)
 - social environment (colleagues, friends, family,...)
 - physical environment (e.g. quiet environment, friendly rooms, ...)

Aim: Creation of a positive learning atmosphere

Help your colleagues by using the language sensitively and giving them the opportunity to utilise the language and learn from mistakes.

Hindering factors

- Stress
- Exclusion

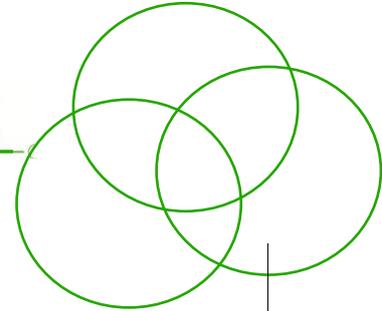
III. Didactic-methodological consequences for the work of the language assistant

Talking about guidelines of the work as a language assistant, defining them oneself and having them decided for oneself.

Task:

In the following, you can see the descriptions of some principles that can serve as a guideline for the work of the language advocates. Try to name the principles using the descriptions.

- Respecting and taking learners as acting subjects in the work environment seriously; use their experiences, interests, knowledge and education needs as a basis.
 - **Principle: Stronger focus on the learner**
- Satisfy the learning performance, speed of learning and intensity of learning of the learner.
Tip: Learning diary, learning protocol.
 - **Principle: Individualisation of the ways of learning**
- Entrust the learners with more; rely on their ability to reflect, to act in order to solve problems and to think. Instead of imparting knowledge, promote strategies for independent learning and develop the competence to control and monitor their own learning progress and mistakes.
 - **Principle: Leading to self-guidance of the learning process**
- Enhance the feeling of emotional security and acceptance in the group and take factors that benefit and inhibit motivation into account.
 - **Principle: Creation of a relaxed learning atmosphere**



IV. Difficulty factors that affect the language learning ability of adults

Recognise which factors make learning extra difficult for adults and develop solution strategies against it.

The participants give examples each and work out strategies together.

- Discrimination of the unfamiliar sound sequences not provided by the mother tongue.
- Limited vocabulary- inadequate lexical knowledge.
- Factors that psychologically strain and discourage the learner.
- Not yet trained ability to differentiate between the important and the unimportant things – problems concerning the density of information.
- Problems with attention – more time for the selection and short-term storage of new and relevant information.
- Deficits in the culturally specific knowledge of the world

4

EXPERIENCE OF SELF

Aim: The P should experience for themselves how it feels to perform demanding language tasks in a foreign language context. The personal experience of a foreign language situation deepens the understanding of the colleague with English as second language.

Phase of insecurity: Developing a specified term in small groups

Feeling a foreign language situation by managing a task in a foreign language.

The P are separated in small groups. Each group receives the definition of a current pedagogical term (s. Appendix 1) along with the task of explaining it in a foreign language. Only the foreign language should be spoken during this phase.

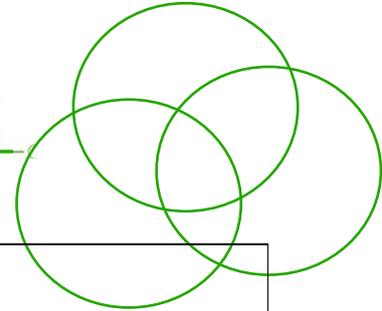
Work phase: Rotating, explaining words in the foreign language

In this next step, one person from the group remains seated, whereas the other group members go to another table. (For an easier overview it is useful to have the groups change tables clockwise.) There is one person at every table familiar with the term – a kind of specialist – and 3-4 who do not know the term, at least in the foreign language. The specialist now explains the term – of course in the foreign language – so that everyone in the group has understood it and can explain it in the foreign language as well. Then, a new specialist is nominated and the rest of the group rotates again. This is repeated until everyone has explained a term.

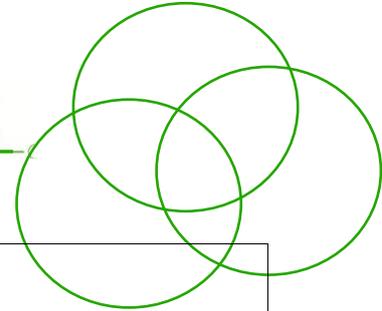
This phase is dominated by discomfort and resistance against:

- using a foreign language.
- taking the part of the specialist.
- speaking in a foreign language in front of a group.

If one P is very resistant, the trainer does not need to insist that he/ she become a specialist. Another P may fill in. The aim is achieved in any case: The P have been urged to enter a foreign language context and not only to reflect this situation, but to experience it first-hand.



	<p>Evaluation: How did that feel?</p> <p>The feelings expressed are collected on a flip-chart:</p> <p style="padding-left: 40px;">insecurity – uncertainty – feeling uneasy – impatience – feeling stupid – helplessness – looking for words – reduced ways of expression – You cannot say what you mean – discouragement – anger – aggression – frustration</p> <p>Reflection: Why did we do this?</p> <p>To recreate the situation of the colleague with English as second language</p> <p>Despite the early resistance, the P usually give positive feedback, because the first-hand experiencing of the situation – even only in a very secluded space – made the special working conditions of the colleague more accessible.</p>
<p>5</p>	<p>LANGUAGE AWARENESS</p> <p>Aim: Native speakers often only have a fuzzy idea of what makes communication in a second or foreign language difficult. In this unit, some of these difficulties will be presented as examples. This is, on the one hand, direct input about what factors raise difficulties. On the other hand, this is also meant to raise awareness and encourage observing and finding other factors.</p> <p>Language awareness, oral communication</p> <ul style="list-style-type: none"> ▪ The P are handed a deck of cards with bullet points on them. ▪ From this, they create a dialogue: one emotional, one neutral, one with a given emotion: anger, irritation, being overly friendly. ▪ They act out the variants. <p>Precaution:</p> <p style="padding-left: 40px;">During their presentation, the P focus very much on mimic presentation, the language is in the background. The trainer needs to actively relocate the focus on the language.</p> <p>The following aspects of language can be worked out here:</p> <ul style="list-style-type: none"> ▪ complicated structures ▪ longer sentences ▪ fast speech ▪ repetitions ▪ incomplete sentences



6 LANGUAGE AWARENESS, WRITTEN COMMUNICATION

The P are divided into four groups. Each group receives a copy of the text (see Appendix 3). There is a different sentence marked for each group.

Task:

First, the P read the entire text. Then they analyse what is hard to understand about their marked sentence.

These sentences are marked:

- From the start of their lives, they need adults who are sympathetic to make this possible.
- In the first three years of their lives, the foundations for their mental and personality development are laid.
- They need adults who are good role models, if it is about the acquisition of experience and knowledge.
- Every child brings the willingness along into the world to explore things, examine new things and overcome challenges.

Work out the linguistic challenges

The P think:

- Acquisition, foundations and overcome are perceived as difficult words.
- The word sympathetic could be a false friend in languages like German or French, as it is similar to the synonym of 'nice'.

All in all, the P are of the opinion that the text is not that difficult, and that a colleague can of course be expected to read and understand texts of this level.

Now, the trainer writes the sentences on a poster and points out the difficulties by asking questions:

In the first sentence

- What does 'this' mean, who are 'they' and 'who', what is 'their'?
- What is the verb? ('need' and 'are' are relatively insignificant verbs and need extra information that has to be found somewhere in the sentence.)

In the second sentence

- What is the verb? ('are laid' – very insignificant, actually only comprehensible together with 'foundation'.)

In the third sentence

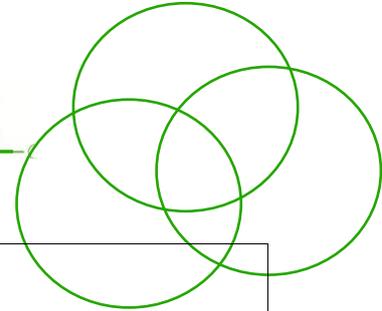
- Who or what is 'they' and 'who'?
- The verb in the subordinate clause is 'is'. The subject is 'it'. If the construction 'it is about' is not known, the connection is hard to make.

In the fourth sentence

- What is the verb? (The verb is the separable 'bring along', which needs to be known in order to understand the sentence.)
- The reference could be misunderstood. The list 'to explore...challenges' refers to 'willingness' and not 'child'.

Results

- The difficulties about texts in a foreign language are not always where you would suspect them.
- It is not necessarily the "difficult words" (like special terms) which make the text difficult.
- Often times, seemingly simple words prove problematic, because their many meanings only become clear by reference.



7

TYPICAL MISTAKES

Aim: This chapter aims at describing the peculiarities of learning a foreign language. At first, general characteristics of the language are presented. Based on that, influencing factors are explained. The second part of the chapter concerns itself with mistakes of foreign language learners. The identification, the classification and the causes of mistakes will be explained too. Typical errors will be illustrated using examples.

Input: The learner language

When learners learn a foreign language they develop their own transition language, the so-called learner language. It has specific traits:

- The learner language follows a system. The learners orientate themselves towards the rules they learned or acquired on their own (consciously or unconsciously). It can therefore happen that learners make similar mistakes over and over again and acquire linguistic phenomena in a certain order.
- In the beginning the learner language is strongly oriented towards the mother tongue and the learner transfers the structures of the native language to English.
- Even factors like tiredness and stress can affect the learner language. That is why it is not stable.
- The learner language tends to solidify. That means that it develops slower or even not at all as soon as the communication ability is ensured.

Input: Influences on learner language

Many things influence the learner language (and the language competence which is connected to it). They are named in the following:

- **Relation between the native language and English** (Attention! Similarities do not automatically mean that the acquisition is easier. There is always a danger of mix-ups.)
- **Learning context:** Where and how was the new language acquired?
- **Accessibility of language data:** When and how often does the learner get English input? Of what quality are the accessible data?
- **Preconditions of the learner**
- **Activities:** Which strategies to learn the language are used? How does the learner organise his or her learning process?

Input: Mistakes in the learner language, Identification of mistakes

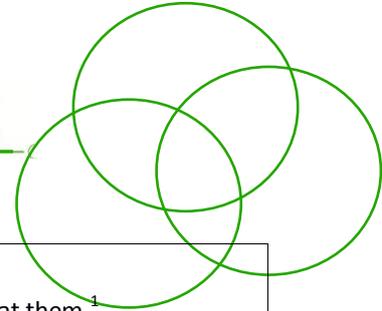
It has to be clear what kind of evaluation criteria is used to determine what is a mistake and what is not. The definition of a mistake therefore depends on the situation. There are three possibilities:

- **Linguistic correctness:** Here, everything that is not in accordance with the standard norm of the language is a mistake. (Example: *Mister Smith, have you taken you tablet yet?*)
- **Comprehensibility:** Is it clear what the speaker means and what is statement means? If it is, then there is no mistake. (Example: *When I checked on Miss Kinkel last night, he was breathing fine again.*)
- **(Cultural) appropriateness for situations:** Utterances can be linguistically correct and comprehensible but still wrong. That will be the case if you are not appropriate for the situation. (Example: *A foreign caretaker uses informal language when she meets her new boss.*)

Task:

You can hear a speaker reading a nursing report (Audio 1+2). Pay attention to the pronunciation.

- What is the speaker already good at?
- Which mistakes can you detect?



Your colleague may say the following sentences at the handover. Have a close look at them.¹

- Als ich **war** heute Morgen bei Frau Schmitz, sie **hat geschlafen** noch.
- Ich **hab geweckt** sie und hab gemessen Blutdruck.
- Der **war** wieder zu hoch, 200 zu 110.
- Darum ich **hab gegeben** ihr HCT.
- Als ich **hab gewaschen** sie, ich **hab gesehen** am Rücken kleine rote Stellen.
- Wir **müssen drehen** sie öfter.
- Frau Schmitz **wollte essen** heute nicht im Speisesaal, weil sie **war** noch müde.
- Ich **hab gebracht** ihr das Frühstück aufs Zimmer.
- Ich denk, sie **hat erholt** sich vom Sturz letzte Woche noch nicht ganz.

How many mistakes can you find?

You all agreed that the sentences contained mistakes. How about the following expressions?

- Die Tochter, wo vorhin da war, hat ihr Kekse mitgebracht.
- Gestern war Frau Hofer fast nur im Bett gelegen.
- Der Herr Weiß tut nur noch sehr langsam atmen.
- Ich weiß das Heim noch nicht so gut, wo ist die Besuchertoilette?
- Ich muss noch das Formular fertig füllen, dann komme ich.
- Schöne Weihnachten wünsch ich!
- Das ist dem Herrn Gerhardt sein neues Medikament.
- Und einen netten Rutsch ins neue Jahr!
- Der Blutzucker ist kleiner als vor einer Stunde.

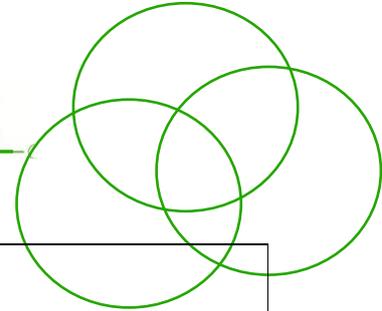
Now, try to describe the mistakes. Again, as precisely as possible.

Can you find similarities? Where are the mistakes coming from?

Input:

- **interference mistakes:** language structures which are transported into English from the mothertongue or another language which was earlier learnt (ex. *Ich bin *eine Krankenschwester.* English: *I'm a nurse.* Job titles are used with the indefinite article).
- **Rules of the English language:** English language rules are simplified or overgeneralised (ex.: What **did* you do yesterday? - The forming of the simple past for regular verbs is transferred to another type of verb).
- **Strategies for communication:** in order to keep communication going, an expression from another language is used which will supposedly understood in English too.
- **learning strategies:** certain expressions are used on purpose to test if they are formed correctly. Some learners ask explicitly if this and that can be said like this.
- **personal factors of disturbance:** individual well-being (exhaustion, stress, concentration, etc.) as well as the environment influence the language of the learner.
- **socio-cultural factors:** usage mistakes when a formulation which is accepted in the culture of origin is considered rude or arrogant in an English context.
- **Fossilizations:** structures which are erratic on several levels and the learner uses repeatedly, and which are very hard for him to correct or improve.

1 The following sentences are in German and cannot be translated into English adequately because the mistakes are about the German tense Perfekt. The problem is that it is built using two verbs, an auxiliary and the Partizip II. They sometimes need to be separated inside of the sentence, which is not possible in English to a great extent.



8 GRAMMATICAL AND PHONETIC REGULARITIES: EXAMPLE

Aim: Realizing the regularity of language and its intuitive use by native speakers; developing an understanding for the typical mistakes of non-native speakers; securing the understanding of the role as language assistant: not needed as language teachers, but for their native language skills.

Many language assistants fear that they have to teach grammar, feeling not up to this task. That is why it has to be pointed out that:

- it is not about teaching language or grammar.
- “language assistants are not language teachers!”
- the language assistants should trust their native speaking skills: they know if a sentence is correct and adequately formulated.
- they do not need to know or explain why something is correct and something else is not adequate.
- they do not need to learn grammatical terms or buy a grammar book.

Grammatical regularities

Aim: The “grammar unit” is meant to make the language assistants aware that language mistakes are not isolated. They often stem from systematic mistakes based on the structures of the native language. They are so-called “transfer mistakes”. Language assistants know these rules intuitively, and can help their colleagues with this knowledge.

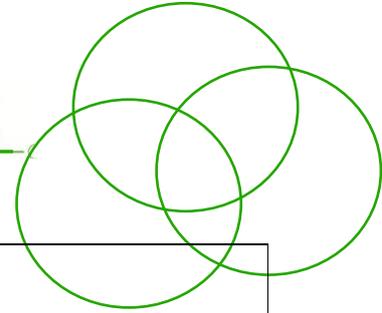
A good example are German verbs, because

- they are very typical of German; especially the combination with a modal or auxiliary as a “bracket” is very distinguishable from other languages,
- which is why verb placement mistakes are very common for speakers of many different languages of origin,
- they can be used as a good example for the frequent transfer of structures from the original language to the second one. They also show how hard it is to break free from these patterns,
- mistakes of placing verbs are obvious and easily recognized as “typical” mistakes,
- little grammatical terminology is necessary to explain the grammatical issue. (the terms “verb” and “subject” can be considered common knowledge for a person with completed secondary education.)

The following example sentences have been taken from a course for job-related German.² Each part of them is written down on a piece of paper (preferably halved lengthwise). These are placed on the ground so that everybody can read the sentences.

- SIE WISSEN SCHON, DASS WIR MORGEN LÄNGER ARBEITEN MÜSSEN.
- ICH HABE MIR EINE NEUE ARBEIT GESUCHT, WEIL ICH IN DER ALTEN FIRMA WENIG VERDIENT HABE.
- DU MUSST VIEL LERNEN, WENN DU EIN GUTES ZEUGNIS HABEN WILLST.
- ER MUSSTE DIE KLASSE WIEDERHOLEN, WEIL ER SCHLECHTE NOTEN HATTE.
- ICH DENKE, DASS MEINE TOCHTER NACH DER SCHULE EINE AUSBILDUNG ALS KRANKENSCHWESTER MACHT.
- SIE MÜSSEN IN DER SCHULE ANRUFEN, WENN SIE KRANK SIND.

² Translator's note: The sentences have been kept in this material because an adequate substitute in English is hard to find and because the issue in question here is clarified by colouring. The subjects are green, and the verbs are marked red.



The rules become clearly visible because the sentences are placed one below the other on the ground: the verb is either in second or final position.

By moving the front parts around, these rules become more obvious.

- **IN DER SCHULE MÜSSEN SIE ANRUFEN, WENN SIE KRANK SIND.**

Then the sentence structure is changed into the wrong order:

- **SIE SCHON WISSEN, DASS MÜSSEN WIR MORGEN LÄNGER ARBEITEN.**
- **HABE ICH MIR GESUCHT EINE NEUE ARBEIT, WEIL HABE ICH IN DER ALTEN FIRMA WENIG VERDIENT.**
- **MUSST DU LERNEN VIEL, WENN WILLST DU HABEN EIN GUTES ZEUGNIS.**
- **ER MUSSTE WIEDERHOLEN DIE KLASSE, WEIL HATTE ER SCHLECHTE NOTEN.**
- **ICH DENKE, DASS MEINE TOCHTER MACHT NACH DER SCHULE EINE AUSBILDUNG ALS KRANKENSCHWESTER.**
- **SIE MÜSSEN ANRUFEN IN DER SCHULE, WENN SIND SIE KRANK.**

Question for the P

- How many mistakes are there?
- There is only one mistake which is made systematically.

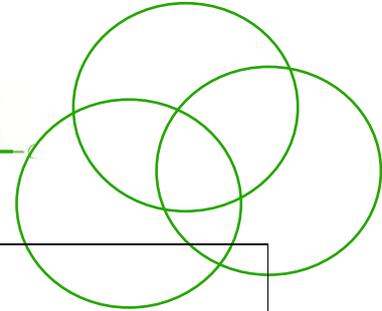
The P are encouraged to find similar features when talking to the colleague with English as a second language.

Note

It is useful to work contrastively here, using examples from different languages and connecting transfer mistakes to specific languages. This makes it clear for everybody why some mistakes are so common and so hard to “un-learn”.

Example: word placement in different languages

- | | |
|-----------|--------------------------------|
| ▪ English | The old man saw Ivan's house. |
| ▪ Swedish | The old man Ivan house saw. |
| ▪ Arabic | Man saw the old house of Ivan. |
| ▪ Hebrew | Man saw the old house Ivan. |
| ▪ Maori | saw the old house for Ivan. |
| ▪ Chinese | Old man Ivan house saw. |
| ▪ Russian | Old man saw keeping Ivan. |
| ▪ Persian | The old house saw Ivan. |
| ▪ Turkish | Old man Ivan his house saw. |



9

PHONETIC REGULARITIES

Aim: Even more than grammar, pronunciation is necessary to be understood. It is often an underestimated problem. There are also regularities native speakers have to be made aware of.

Task 1

In order to raise awareness for pronunciation, a close listening task is useful. The audio file of a poem might prove useful here. The P are asked to listen closely for a specified difficulty of pronunciation.

Results

The pronunciation issue in question is then clarified.

The P should pay attention to their second language colleague's pronunciation, possibly discovering regular pronunciation mistakes.

Task 2

The coach pronounces the word *'everything* wrong, stressing the last syllable instead of the first one.

- The P realize the wrong stress pattern makes the word not understandable.
- The P write down long words on flash cards and mark the stress pattern.

Results

- It becomes obvious that it is hard to consciously reproduce the stress pattern which is intuitively done correctly.
- This way, the P are made aware of the special importance of pronunciation and the difficulties it causes for second language learners.

The words collected are then spoken aloud, while each syllable is clapped: stressed ones loud, unstressed hushed. Clapping these individually can also be helpful for the second language colleagues.

Task 3

The coach holds up notes with words exemplifying challenges of pronunciation on them, so that the P can read them out loud:

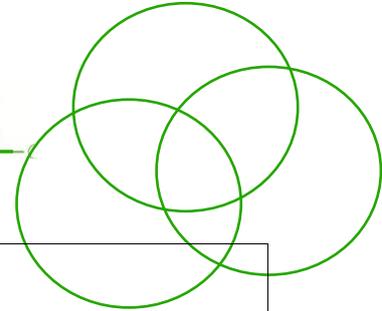
Reading and speaking aloud should not be problematic.

Then, these foreign language words are held up:

- Spanisch: Ferrocarril (rolling r)
- Französisch: Croissant (r formed in the throat)
- Französisch: emporter (nasal e)
- Chinesisch: Xun

Results

- It can be seen that there are sounds in English which are hard to pronounce for many learners.
- This way, the P are made aware of the special importance of pronunciation and the difficulties it causes for second language learners.



10 SUGGESTIONS FOR SUPPORT

In two groups, the P come up with propositions for supporting the colleague with English as a second language.

- One group focuses on oral and the other one on written communication.
- First, each group presents their findings and discusses them with the audience.
- The coach steers and questions the usefulness of the propositions.

There is a listing of common propositions from several workshops below.

Propositions for supporting in oral situations

Speak slowly and clearly (both sides) – Find mnemonic aids – Help when there is a need for words – Repeat what has been said and ask if it was understood correctly – Develop strategies for stressful situations – Speak and talk more relaxed / spontaneous – Show appreciation – Prepare and practice oral presentations in writing – Correct...? – Encourage & cheer up – stay focused

Propositions for supporting in written contexts

Read (loudly) together! – Allow for mistakes, have contact persons – Possibility for questions – No time pressure – Texts in small "units" – Accepting individual form – Incorporate structural help (i.e. forms) – Talk about content together – Make oneself aware of possible difficulties in sentences or grammar; reformulate together if necessary.

11 CORRECTING MISTAKES

Aim: The language advocates learn how to decide which mistakes to correct at which point of time. They also learn about the effects time and manner of correction can have in different contexts.

I. Introduction

These are some typical opinions on language mistakes:

- "A mistake once made lives on. It's like a virus, infecting other co-workers from foreign countries. Therefore, as a rule, all mistakes need to be corrected."
- "Mistakes are a great means of diagnosis. They show the language advocates what the co-workers have not quite understood yet and what they need to work on."
- "Co-workers must not make any mistakes related to language in care-taking professions."
- "Those who work a lot make a lot of mistakes. Who works a little makes some mistakes. Who doesn't make any mistakes is lazy."

Reflection:

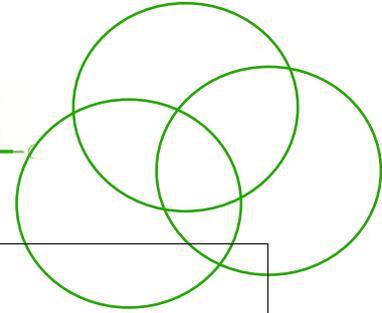
- Which utterance do you agree with, which one not? (give reasons from your own experience.)
- What is your attitude towards the mistakes your co-workers made?
- What is your attitude towards your own mistakes?

II. What should be corrected?

Reflection:

Try to remember situations in which a co-worker made a linguistic mistake.

- Did anybody correct him/ her?
- What was the correction like?
- What were its effects?



Input:

Weighing and evaluating mistakes

- If the dialogue partner cannot be understood any more because of the mistakes (mistakes hindering communication), these are usually considered as being worse and should be corrected in most cases.
- Grammatical mistakes usually don't hinder understanding as much as lexical ones do; depending on the situation, they can be overlooked.
- Pragmatic or content-related mistakes often lead to more intense misunderstandings.

Key questions for correction

- Who corrects who?
- What is corrected?
- When does the correction take place?
- In what manner is corrected?
- What affective quality and tone of voice is used during correction?
- What is done before and after correction?
- What is the co-worker's reaction to being corrected?
- What effects does correction have, anyway?

Case Study:

Mr. Miller has been working in his institution with a new colleague from China for two months. She is very nice and polite, but sometimes her lacking language skills make it hard for other colleagues and patients to understand her. Mr. Miller knows that she actually learned English in China for two years, but was not able to speak and practice the language at home.

Mr. Miller would like to help his colleague, so he tries to correct her mistakes immediately every time. He notices that she obviously feels uncomfortable and quickly turns shy and nervous. From there on, she tries to avoid talking to Mr. Miller.

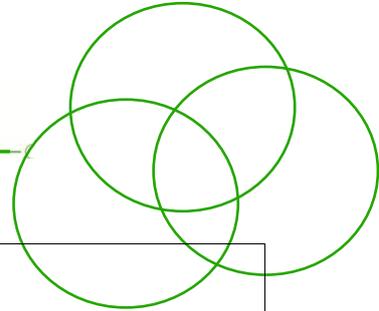
Then Mr. Miller reads that it is considered embarrassing in Chinese culture to be corrected directly. Now he knows that the colleague suffers a "loss of face" by his correction. He therefore changes his strategy and hints at possible misunderstandings with a slightly confused facial expression. If the colleague still does not react, he later asks in private if he understood her correctly.

Slowly, the Chinese colleague begins to trust Mr. Miller and discusses her language problems with him. She even asks questions of her own to improve her speaking.

Reflection:

Error correction is a sensitive topic in many cultures. It can easily be taken as an insult or provoke a "loss of face". In situations like this, the corresponding strategies are of the utmost importance:

- Which strategies did Mr. Miller finally use to arrive at a successful correction?
- Is the correction immediate and direct or rather implicit?
- Can you think of any examples from your own experience with colleagues, family and friends for correcting successfully?
- What other indirect ways of correcting can you think of?



III. When should correction take place?

Scenario: A colleague talks to her patient. You are also present and listen. (C for colleague, P for patient)

C: Good morning, ladies. Are you slept good tonight?

P: Yes, I finally slept through the night.

C: That is great, and now should to take temperature. I you give the thermometer.

Reflection:

- Would you correct this colleague's mistakes immediately or after the talk?
- What advantages and disadvantages do the two times of correction have in your opinion?

Input:

correcting immediately:

- **advantages:** fast
language advocates do not have to memorize the mistakes
- **disadvantages:** correcting interrupts the colleagues
might be overheard
- **recommended:** only when the colleagues agree with it
try to avoid it in dialogue situations

correcting by the way:

- **advantages:** lower impact on the continued dialogue
colleagues can process their mistakes immediately
- **disadvantages:** points out to others a mistake has been made
correction may be overheard or only processed unconsciously
- **recommended:** discreet signals (gestures, facial expressions), which only the colleague realizes
correct in a low voice

correcting afterwards:

- **advantages:** no impeding the colleagues in conversation
the colleagues do not feel embarrassed in front of others
- **disadvantages:** language advocates have to memorize the mistakes for later discussion
mistakes do not get discussed in context
- **recommended:** especially during free speech, talks, etc., to avoid a loss of face

IV. How should correction take place?

ORAL COMMUNICATION

Task:

Play out the following scenario in pairs. Read the language advocate's role in the following moods: neutral, humorous, stressed, ironic, friendly, reprimanding.

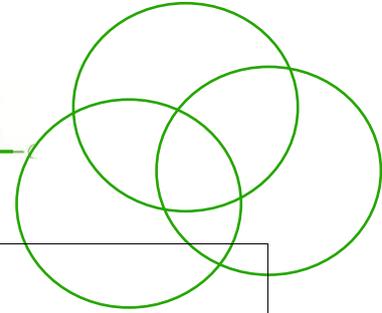
Scenario: a dialogue between two colleagues (L for language advocate, C for colleague)

L: Which pills did Mrs Smith take this morning?

C: She already take aspirin.

L: She took

C: Yees, she took



L: And Mr Anderson?

C: He take nothing yet, because...

L: TOOK!

C: I am sorry, he took, because he don't feel so good today.

Reflection:

- What impressions do the different moods make on you?
- What might speaker C feel like each time?
- Is this an effective form of correcting?
- How would you proceed in such a situation?

Input:

oral correction

- Try to avoid correcting pronunciation during free speech
- With many mistakes, it is useful to indicate where and how a sound is produced
- Use verbal correction in combination with additional non-verbal signals for help
- Sometimes it is useful to record the colleagues on tape or video

WRITTEN COMMUNICATION

Task:

- How would you correct this care report?

Input:

Written corrections

- Simple markings by highlighting or underlining. Most common areas are grammar, vocabulary and spelling
- mark on the margin using different colours
- different marks for error types
- add suggestions for improvement

V. Factors influencing error correction

▪ **duration of learning**

Example: Colleagues A and B are both from Turkey. A has only been learning English for three months, B for three years. But both have a heavy accent.

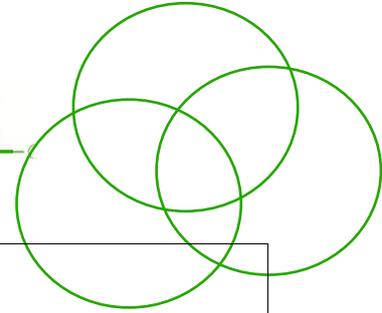
How would you correct pronunciation?

Pronunciation mistakes of beginners are often corrected. Those of more advanced learners are usually ignored.

▪ **Hierarchy**

Example: An Italian colleague made several tense errors while handing over the duty roster. Now the contents are somewhat hard to understand and seem a little confusing. Her boss noticed that, too.

What would you do now? Would you correct the colleague now or after the meeting?



- **Culture**

Example: A Chinese colleague has a hard time pronouncing a certain vowel. Some residents have already mentioned that it is hard for them to understand her.

How would you correct that?

Would you tell her directly that residents are complaining about her?

- **Personality**

Example: Attitude towards correction

Colleague A considers mistakes as something negative and tries to speak as correctly as possible. Colleague B thinks mistakes are something that normally should not happen to her, and therefore tries to deny she made any.

Colleague C has had bad experiences with correction.

What would you have to watch out for when correcting a mistake either colleague A, B or C has made?

VI. What to keep in mind during correction

Case:

Svetlana (25 years old, nurse from Poland)

"I don't know why always my colleagues speak to me like I am a child."

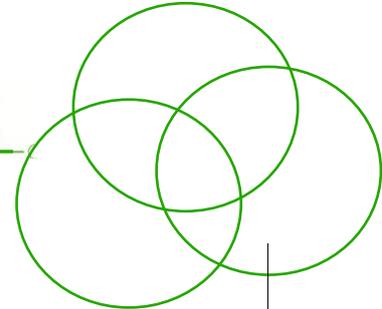
Reflection:

- How can language be simplified to be understood by colleagues on a lower language level without oversimplifying or "baby talk"?
- How can corrections be done without making colleagues feel bad or attacked?

Input:

Principles of correction

- Positive evaluation of mistakes by both the language advocates and the colleagues in question.
- Always correct encouragingly, never sanctioning or humiliating.
- Be sensitive when correcting as a language advocate. Adapt techniques and behaviour during correction to the personality of the colleague and the mistake in focus.
- The correction should feel self-initiated and not threatening. For example, the language advocate can demonstrate their misunderstanding by a gesture and thus motivate independent correction on the colleague's part.
- Raise awareness for mistakes and encourage reflection.
- Maintain a relaxed atmosphere.
- Correct individually afterwards or spontaneously in a group – depending on the situation and personality.
- Best indicate possible reasons for mistakes and make suggestions for improvement.



12 HOW CAN WE USE THESE REGULARITIES FOR CORRECTION?

In small groups, work up concrete suggestions and ideas. These are then presented to all by the group.

- Each group presents their findings without comments.
- The results are then grouped by topic, commented, valued and put up for discussion
- The questions are again discussed by all and tried to answer.

Collection of results from several workshops

create routines and rituals – be patient – offer a protected space for the language – repetitions – set learning goals – leave room for questions! – prompt talks, ask for the colleague's opinion – read “out loud” together – offer help in formulating – repeat the contents of the talk in own words and correct construction – use short sentences (in the beginning) – do not “baby talk” as language assistant – be a language role model! - Set regular time for discussion – How to correct in writing? – Who corrects? The team or only one? - Use strengths in pedagogical context as prompt for talking – acknowledge other strengths

Most of the time, the results are not very precise and are discussed further. This shows:

- that the language assistants have partially developed an understanding for the non-native speaking colleague's situation and can offer useful ideas for support.
- that not all ideas are useful; i.e. “read out loud together” or “use short sentences” may make the non-native speaking colleague feel not taken seriously.
- that there is a danger of being overly meticulous.
- that, with all support and need of correcting, the personal style of the colleague should be respected.

13 DIFFICULT SITUATIONS WHEN COMMUNICATING IN ANOTHER LANGUAGE

Aim: The language advocates realize that communicating in another language is made even more difficult in some situations by context (i.e. conflicts, phone calls) or language particularities.

I. Basis: Levels of Communication

Task:

The participants are asked to sit in pairs looking in opposite directions. One person sits at a desk and requires pen and paper. The person on the other side is given a geometric figure (see appendix) to describe to the one at the desk. His task is to draw the figure described as precisely as possible without making a noise (speaking, coughing, humming). Once the description is complete, the two figures can be compared.

Reflection:

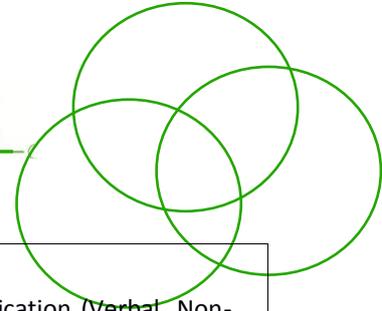
- Why was the drawing so hard?

(Reasons are written down. Most often it is the one-way communication.)

In a second round, both partners are allowed to speak, but still no eye contact. The results are then compared again.

Reflection:

- What could be done to keep on improving the outcome?
(see each other, more quiet in the room, shared experiences, speak louder, longer breaks, more inquiries, common language, less time pressure, ...)



The participants' ideas are written down and matched to the levels of communication (Verbal, Non-Verbal, Para-Verbal and Extra-Verbal).

Result:

Next to the entirely verbal (linguistic) level, other levels also play a decisive role in communicating. If levels are lost due to context, interpreted the wrong way or neglected, communication gets harder. While the verbal level is influenced by different languages, cultural differences have a strong influence on the other levels.

Input:

Linguistic challenges

- high pace of speech
- dialects (town → toun)
- unclear pronunciation

II. Context dependence of language

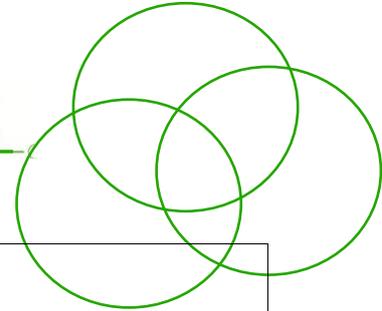
Input:

Different kinds of language

- outdated use of speech
- baby talk
- youth language
- language in writing
- language in documentation
- slang, vulgarities
- specified terminology
- Mails, SMS

Different contexts in which language is used:

- Partners of communication:
 - target groups in caring: colleagues, management, people in need of care, family members, doctors, administration, ...
 - strangers vs friends
 - sozial groups: level of education, high vs low
 - age of the communication partners
- Cause of conversation
 - official (job-related) vs unofficial (private)
 - oral vs writing
- Framework conditions:
 - background noise
 - premises
- Special linguistic features
 - Hints, Humour, Metaphors, Irony and sarcasm
 - Phrases, Politeness , Idioms
 - Indirect communication



III. Conflict Situation

Task:

The participants act out the following situations in pairs in a foreign language. One partner plays the nurse, the other one the corresponding second role (resident, family member, ...)

Situation 1: Family member: *“Why is my mother in bed all the time? Every time I visit her she just lies in bed.”*

Situation 2: Family member: *“You gave my father the wrong medicine!”*

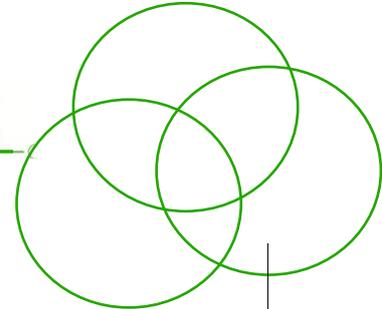
Situation 3: Family member: *“Why is my mother wearing a dirty skirt?”*

Situation 4: Patient: *„Why do I get semolina pudding again?”*

Situation 5: Patient: *„Why do I have to take those pills? I don't want to take them!”*

Reflection:

- What was especially hard in the dialogue?
- What would you have done differently in English?
- What were your strategies for solving the conflicts?
- What other strategies can you think of additionally?
- Do you have any phrases which have proven effective and successful for avoiding or solving a conflict?
- Add to this list any phrases of politeness you often use in every day work.



14 TIPS FOR SUPPORTING COMMUNICATION IN THE WORKPLACE

Input:

I. Written communication

- Make written tasks easier by offering room for questions and a quiet environment for working.
- Create templates for written tasks together. Examples:
 - bullet points
 - check list with questions
 - guides for wording of individual paragraphs (phrases, beginnings of sentences)
 - forms for documentation (i.e. of phone calls, care documentation)

II. Oral communication

- speak slowly and clearly, make breaks.
- Do not put too many informations in one sentence.
- Talk about language and communication, also in the team.
- Be patient and offer time.
- Give work instructions in small steps and well-structured.
- Ensure understanding, i.e. extension of work instructions or by notes for tasks. (Attention! The aim of such inquiries is easing the communication as well as linguistic development. This should by no means create the impression that the colleagues are not considered up to the task.)
- Prepare conversations with notes, questionnaires etc. linguistically. (Write down necessary informations and questions, terminology and bullet points, create forms for documentation.)
- plan conversations by means of questions for contents.

Examples in the appendix

15 LEARNING STRATEGIES

Input:

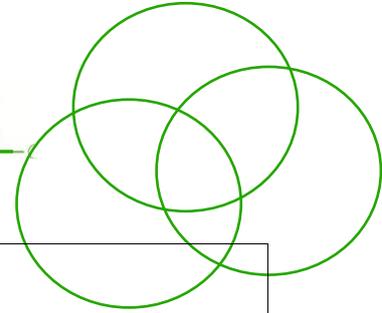
I. Expanding the vocabulary

- leave a dictionary in the nurse's room, maybe also in the common room or the dining hall.
- Put small labels on furniture and work equipment
 - also provide the plural form.
 - If needed, also add icons or symbols This might look like this:
<http://www.tipdoc.com/grafik/tipdoc-buecher/pflege-gross.gif>
- Use terminology and explain if necessary. Sometimes, using everyday language can seem pejorative or negative, but a non-native speaker does not realize this difference. (see Cehak-Behrmann 2014: 12)
- Always put words in a helpful context.

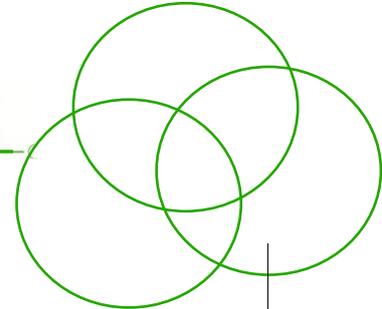
II. Realize opportunities and act with language

- Make questions possible. Encourage the colleague to ask for correction and explanation. (Bimmel/Rampillon 2000: 65)
- Have the colleagues gather obstacles in everyday work and talk about them with the language advocate later. Like this, you also learn which situations are especially demanding. (see Cehak-Behrmann/Schulz 2014: 10)

Where did I not understand something? Why? Which information did I miss? What did I also want to say, but did not know how? What would have helped me? A dictionary? More time?



	<ul style="list-style-type: none"> ▪ Find learning goals, set them together and find ways for realizing them in the future. ▪ Speaking is learnt by speaking. (see Cehak-Behrmann/Schulz 2014: 10). This leads to more linguistic confidence. <ul style="list-style-type: none"> - Have the colleague repeat, summarize or explain what he has just done or is planning to do on the way to the next patient (see Cehak-Behrmann 2014: 10). - (Have them) try smalltalk. Talk about the weather, new haircut, hobbies, and so on (see Fahlbusch/Zenneck 2009: 55f). - See talking while doing something as a chance: <p style="margin-left: 40px;"><i>“See, I’m putting the glass of water right here for you, so you can reach it better” vs. “Here you go!”</i></p> ▪ Give the patients reasons to talk (ask about biography, family, hobbies, treatment of dementia...) and listen closely (see. Gimbel-Morr et al. 2013: 49). Attentive listening is an expression of appreciation and caring (see Fahlbusch/Zenneck 2009: 56). It is very useful to keep a special linguistic question in mind: <p style="margin-left: 40px;"><i>How does Mr Smith describe his family pictures? Which words does he use? What are the different relatives called?</i></p> <p style="margin-left: 40px;"><i>Which tense does Mrs Campbell use when talking about her time at school?</i></p> <p style="margin-left: 40px;"><i>What phrase does Mr Moore use when he does not know what to say or forgot what he wanted to say?</i></p> <p>III. Repetition</p> <ul style="list-style-type: none"> ▪ Use waits, i.e. night watch, for repeating and structuring what has been learned. ▪ Encourage the colleagues to have a small notebook on them at work and write down new words and phrases during breaks and waits. Depending on the motivation, this may result in a more or less systematic vocabulary booklet with examples for usage. ▪ Keep using new terminology. Only introduce synonyms once the known terms are used securely. (see Cehak-Behrmann/Schulz 2014: 12)
<p>16</p>	<p>VOCABULARY NETWORKS</p> <p>Aim: The language advocates try out different strategies for learning vocabulary as networks in order to support their colleagues in their learning.</p> <p>I. Establish connections</p> <p>Aim: The language advocates discover learning vocabulary in networks as a useful learning strategy. They are able to find several examples to help their colleagues with expanding their vocabulary.</p> <p>Realization:</p> <ul style="list-style-type: none"> ▪ The language advocates form groups of two to three people. ▪ Each group is given a card with a task on it. ▪ Depending on their task, they create word fields or pairs according to the instructions. They can also add their own examples if there is enough time. ▪ The results are gathered in the plenum. Make sure that the individual categories become clear to each language advocate. <p>At the end, there will be a short explanation of the brain working like a big network and its</p>



consequences for establishing vocabulary networks.

II. Transferring to everyday work

Aim: The language advocates learn about easy possibilities of implementing their knowledge about vocabulary networks into everyday use.

Realization:

- Ask the language advocates about ideas for transferring the connections which have been developed to the colleagues in day-to-day work.
- The language advocates collect – always in pairs – their ideas on cards and present them.
- Discuss together which of the propositions can be used in everyday work and meet the idea of network learning at the same time.
- In the end, present the following procedure:
The colleagues label work utensils and furnishings with post-it notes of the same colour. Together with their language advocates, they add the correct plural forms. Then they closely listen in conversations for when and how the patients and colleagues use those words. Once they have uncovered a typical situation of use, they write down an exemplary question and possible answer on differently coloured post-its. This way, the non-native speaking colleagues are in close contact to the vocabulary.

17 THE LANGUAGE ADVOCATE'S ROLE AND TASK

Input:

The language advocates' tasks in general

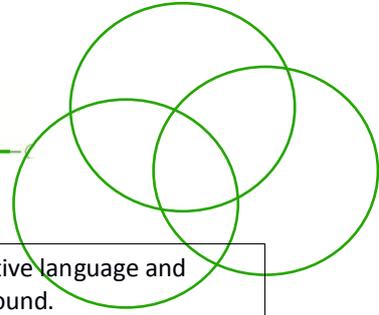
- raise the team's awareness for performing job-related tasks in a foreign language
- take responsibility for the non-native speaking nurses' situation at work, and carry this responsibility into the team
- use and protect the migrant nurses' strengths regarding their background for work-life
- offer support by means of their native abilities (not as language teachers!) with handling tasks involving heavy language use (oral as well as written), including the other members of staff

The language advocates' tasks in special regarding language work

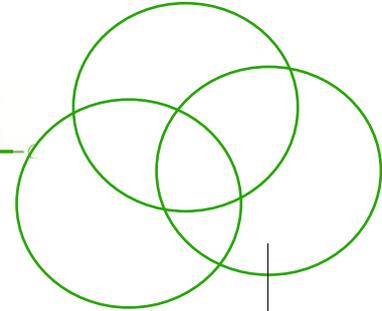
- Encourage the non-native speaking colleagues to ask questions when in doubt
- Agree on a way of error correction and build the trust needed for that
- Offer support preparing for conversations with family members and staff meeting preparations
- Help with the writing of documents, i.e. with formulation aids, if the issue is not presented clearly and understandable enough, and spell checking
- Pay attention to being well understood; point out speaking too fast, mumbling, or speaking too quietly and encourage clear articulation
- Create tolerance among members of the patients' families and staff for small linguistic irregularities which do not harm understandability
- Make sure there is enough time for the non-native speaking colleagues' contributions, i.e. in staff meetings
- include other staff members in this working process.

The aims of this work are...

- developing realistic ideas about possible learning results and limits
- re-balancing uneven workloads (i.e. native speakers do not perform all writing tasks in the future)
- eliminating discrimination because of different linguistic abilities (i.e. participating in staff meetings, talking to family members, management tasks)



	<ul style="list-style-type: none">▪ appreciating the specific insights of migrant caretakers, like speaking the native language and familiarity with the cultural circumstances of families with migration background.
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**18 TIME MANAGEMENT: HOW TO DO THAT IN EVERYDAY LIFE?**

Aim: developing concrete measures for implementing language assistance into everyday work-life. The topics lack of time, scarcity or want for personnel were brought up in many workshops. In all institutions there is not enough personnel, either because co-workers are sick or jobs are open. Therefore being a language assistant is a challenge.

Task:

The P are asked to develop concepts bearing in mind the real-life conditions of their institutions. Both sides should benefit equally from the arrangement. In small groups, the P develop different approaches.

Results:

These are common results from several workshops:

allow for more time if something needs to be written out – write reports on a computer if possible – keep a dictionary in the institution – thesaurus – find patterns – listen attentively – consulting with the colleague (about the form of support) – find regular time for discussion – develop a concept together – define steps and goals, introduce a framework – Who supports how and when? – be a language role model, reflect on own language – acknowledge development, name progress – allow for practise and experimenting – feedback, feedback, feedback – formulate learning goals – include in language offers, i.e. language training, singing circle – learn with the children

The results are presented and then structured and commented/ discussed by the trainer.

This leads to four groups:

- precise ideas which are relatively pragmatic and easy to translate into action:
write texts on a PC; more time for writing; intermediate goals and steps; find regular time for discussion.
- suggestions which are recommended, even if they are difficult to put into action:
regular time for discussion.
- broad intentions, which most likely will not be put to action in everyday work-life:
allow for linguistic practise and experimenting, listen attentively, acknowledge development, name progress.
- ideas which are contra-productive and need to be considered critically:
including the non-native speaking co-worker into language training for children.

19 FEEDBACK