

ELICITATION TECHNIQUES IN A MEDICAL CLASSROOM

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The paper deals with methodological techniques which may be used to obtain success in acquiring a language. Scholars state that ‘...ESP teaching requires diverse approaches and tasks to address diverse needs of specific learners. These tasks and techniques include gaps, prediction, integrated methodology, role play and case studies’ [1,p.27]. Let’s see how the technique of role playing works on the topic ‘Maintaining Hygiene’ presented in the course-book ‘Career Paths. Medical’ by Virginia Evans, Jenny Dooley and Trang M. Tran [2, p.32]. It doesn’t appear so easy activity as it may seem to be. The teacher should prepare the learners to a role play. The teacher asks the students to imagine the situation when the chief nurse of one of the departments explains hygiene standards in a hospital to a nurse trainee. Before the activity it’s advisable to perform some elicitation methodology tasks:

1. Find the definitions to the words. 2. Transform the statements into questions using the question words in brackets. 3. Match the words.

One card will contain such expressions: *gel semisolid like a jelly, hand washing with liquid soap and water, surgical gloves / contact with blood, mucous membranes or non intact skin, store antibiotic drugs in the proper cabinets, remove most microorganisms, maintain strict hygiene standards, drug resistant flu strains, avoid transmitting further infections*, etc. The second card will have the words: *What? Why? When? Should I?*, etc. The desired options are: *It’s your responsibility to wash your hands after every clinical examination. Do not be put off by lack of hand hygiene agents for hand washing, or being short of time. Wash your hands with liquid soap and water. Use gel semisolid like a jelly. Always wear surgical gloves when you may be in contact with blood, mucous membranes or non intact skin. Washing your hands will remove most microorganisms, etc.* Before doing the role playing we may ask students to try and do it BEFORE any elicitation. The students try and identify what was difficult and what they think they are missing. They do it by looking at a sample conversation and identifying the differences. It’s advisable to do this activity again after some lessons, students compare their performance to the first one to see what has changed. The teacher should provide ideas on how to improve, rather than only identifying what was wrong. Do not forget to praise your students: *Wow. Well done. How smart. You’re unique. You’re a winner. Remarkable job. Fantastic job. Bingo. Magnificent. Marvelous. Creative job. You make me happy. That’s correct.* It’s very important to end the lesson on a positive note.

References

1. Duddley – Evans T. Developments in English for Specific Purposes: a Multi- Disciplinary Approach / T. Duddley – Evans, M. J. St John. – Cambridge: Cambridge University Press, 1998.
2. Evans V. Career Paths. Medical / V. Evans, J. Dooley, M.T. Trang. - Newbury: Express Publishing, 2012. - 39 p.