



Name: **Georgina Lloyd**

Institution:
University of St Andrews

Biography

Georgina is currently the Programme Director for the International Foundation Programme for Medicine and EAP Teaching Fellow at the University of St Andrews, where she works on a variety of pre-sessional and in-sessional programmes, as well as leading the Research Methods module on the MLitt in ELT. Before joining St Andrews, Georgina worked as a EFL teacher for International House near Barcelona and as a secondary education (Geography) teacher in Manchester. Georgina is CELTA and PGCE qualified, and completed her Masters in TESOL in 2016.



Name: **Pamela McIldowie**

Institution:
The University of Edinburgh

Biography

Pamela is currently the lead for Medical English at the University of Edinburgh. Before this, she was a Teaching Fellow at the University of St Andrews, working principally with students on the International Foundation Programme for Medicine. Previously, she has worked in a variety of international contexts, both HE and British Council. Pamela is CELTA and DELTA qualified, and is currently completing an MSc in TESOL with the Open University.

Presentation:
Mediating culture on a pre-medicine ESAP programme

Abstract:

In the context of English for Medical Purposes, students are often negotiating languages and cultures as they learn to understand patients within the UK context. In the International Foundation Programme for Medicine, students are assessed on their communicative abilities using a role-play scenario with a simulated patient (actor). In the interview, students meet a patient (actor) and they have to play the role of a medical student and gather a history (presenting complaint, past medical, family and social history) from them. The current assessment criteria focuses on verbal aspects, non-verbal aspects, building rapport and the structure of the interview, which, in turn, are based on the Calgary-Cambridge Guide to the Medical Interview (Kurtz, Silverman, and Draper, 2005).

The authors believe that using the mediation descriptors of the CEFR could enhance assessment and learning on this module. Students are required to mediate the discussion with the patient, responding appropriately, following their cues, yet controlling the interaction in order to achieve a mutual goal. In this paper we will look at how we are mapping the CEFR to the Calgary-Cambridge guide, in order to benchmark their own assessment to the CEFR framework. We will also showcase techniques that help our students to increase their understanding of their own viewpoints and of their own culture, in order to help them mediate intercultural communication with others.

Kurtz, S., Silverman, J., & Draper, J., 2005. Teaching and Learning Communication Skills in Medicine. 2nd Edn. Abingdon: Radcliffe Publishing Limited.