

# Communication and Team Working



# Chief characteristics of a non-native speaker

Someone who learned one language as an infant, and began to learn another language (English) later in life

Has an accent (as do we all!)

Speaks a non-standard variety of English

# Working as, and with, native (NS) and non-native (NNS) speakers of English

NS Health Worker → NS Patient

NNS Health Worker → NS Patient

NS Health Worker → NNS Patient

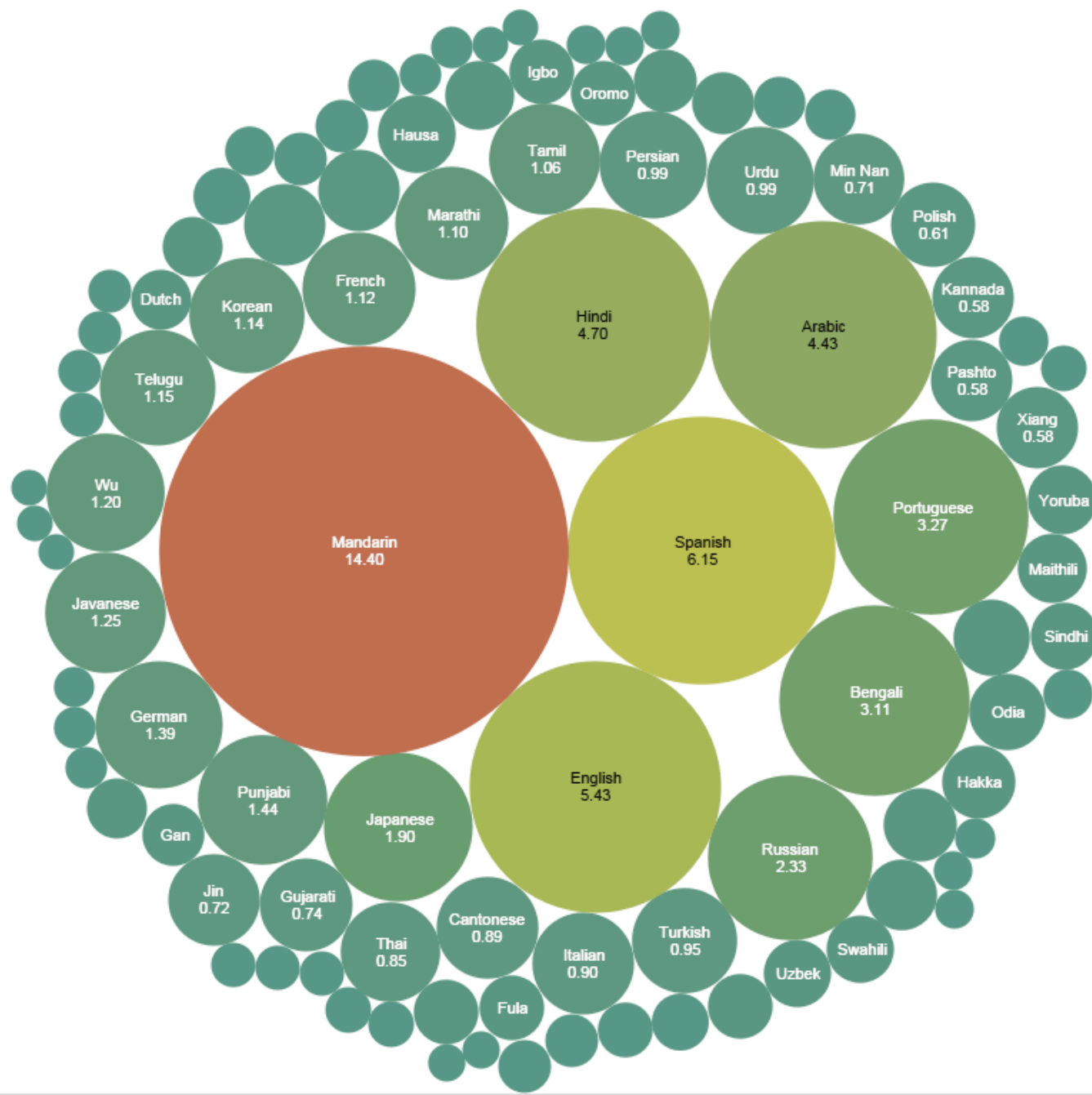
NNS Health Worker → NNS Patient

NS Colleague → NS Colleague

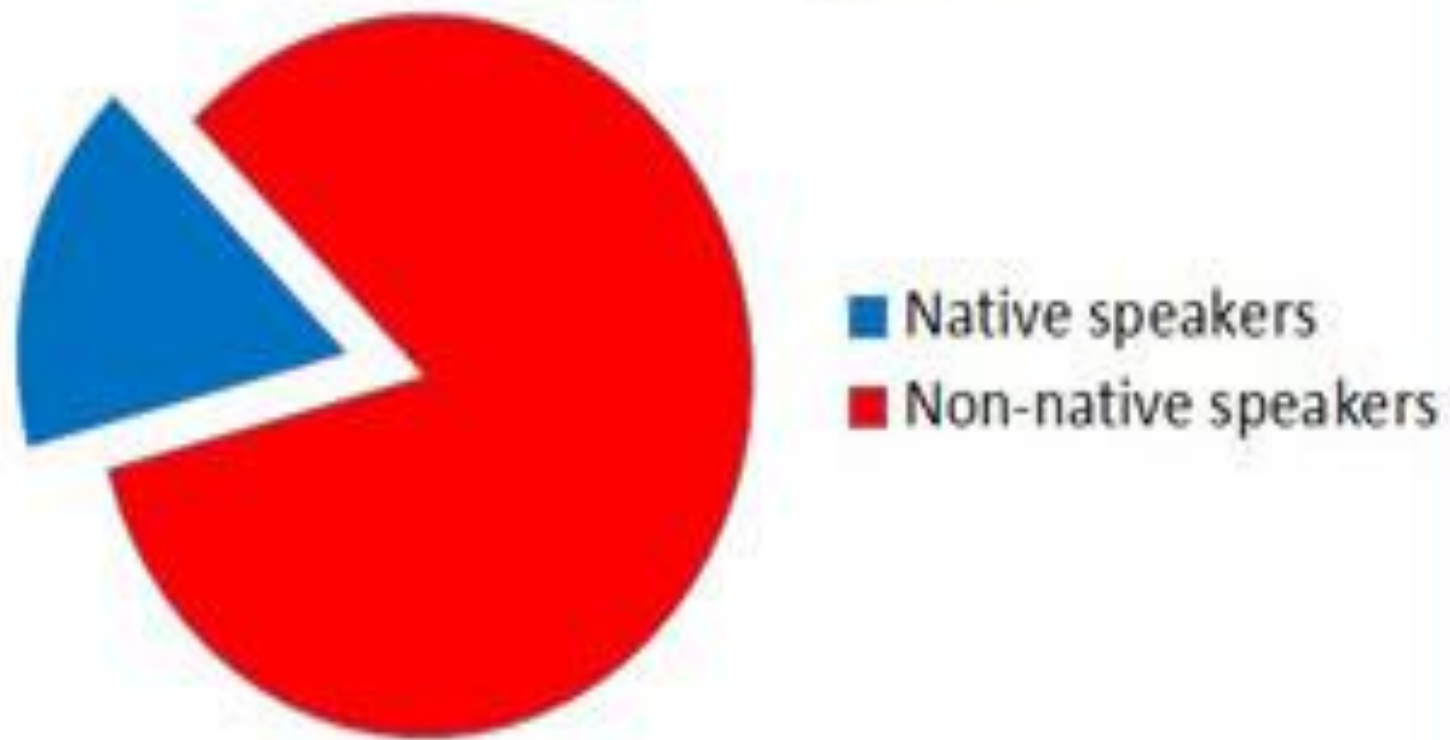
NNS Colleague → NNS Colleague

NS Colleague → NNS Colleague

# Languages by proportion of native speakers worldwide



## English-speaking world



# The “Native Speaker”

- In international communication, native speakers are sometimes the ones least understood.
- Many do not know what it is like to communicate in a second language
- Native speakers sometimes struggle more with understanding different foreign accents.

# The “Native Speaker”

They might not be as charitable towards low-level users

Those who have never learnt another language, are less aware of the language learning process..

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Healthy English

Stress, Phrasing  
and Intonation

Working and  
Communicating  
with non-native  
speakers of  
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Test Yourself

Signposting – and  
Practice

## Effective Communication

Below, are two video presentations about Communication

Part One focuses on working as, and with, non-native speakers of English. It explores the challenges faced by international health and care staff, and ways in which colleagues can support each other.

Part Two looks closely at the barriers to successful communication and offers a variety of solutions to overcome them.

### Part 1



### Part 2



# Challenges faced by IMGs...

(as reported by IMGs in a study conducted in Kent, Surrey and Sussex)

The different learning environment in the UK

Difficulty with receiving feedback

The feeling of being undervalued by colleagues

and.....

# Challenges faced by IMGs...

## Communication Skills

.....in challenging situations (end-of-life and resuscitation decisions, difficult patients, angry patients, patients with language difficulties including non-native speakers, understanding local accents and dialects...)

...in team-working

...when dealing with medical emergencies

...when handling ethical scenarios

# Verbal Communication includes....

- Volume
- Syntax (word order)
- Emphasis
- Pronunciation (including diction and enunciation)  
**ESPECIALLY WHEN WEARING FACE MASKS**
- Tone and Inflection
- Vocabulary (Lexis) and Interpretation

iː see	ɪ hɪs	ʊ pʊt	uː too	ɪə ear	eɪ say	
e ten	ə ago	ɜː her	ɔː saw	ʊə pure	ɔɪ boy	əʊ so
æ hat	ʌ bʌt	ɑː car	ɒ hot	eə air	aɪ buy	aʊ now

p pen	b book	t tea	d day	tʃ chair	dʒ jam	k key	g go
f four	v very	θ thin	ð that	s sun	z zoo	ʃ she	ʒ vision
m man	n no	ŋ sing	h hat	l look	r red	w want	j yes

VOWELS

long sounds

short sounds

DIPHTHONGS

CONSONANTS

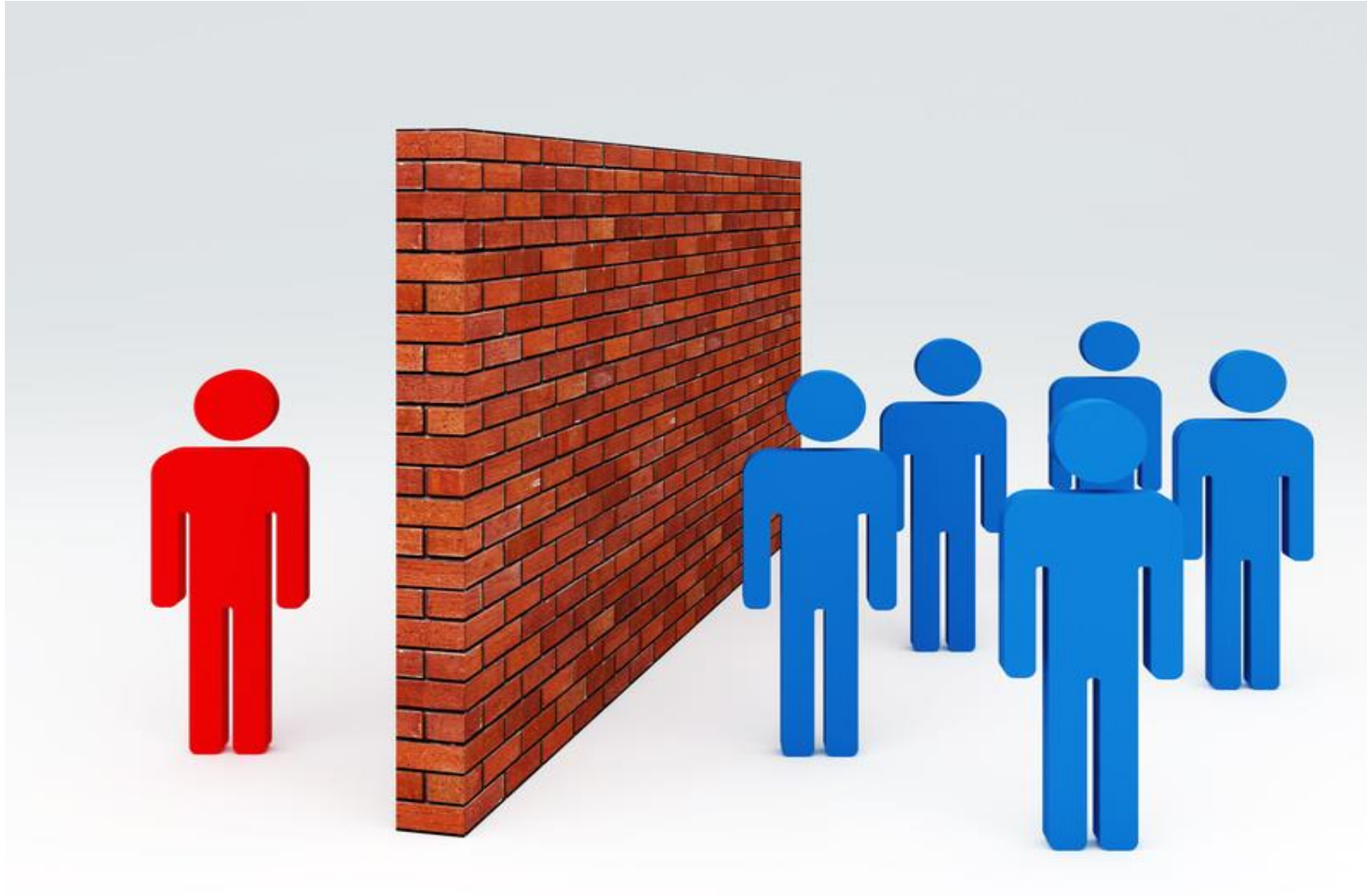
voiced consonants

unvoiced consonants

# Non-Verbal Communication includes....

- Facial Expressions
- Posture and Body Language
- Eye-contact
- Use of Silence
- Touch
- Proximity

# Barriers to communication





## PACE

Native Speaker

Non-Native Speaker

Speaks too quickly

Speaks too quickly

# What do speakers say?

- SPEAKER 1: It helps me when speakers talk more slowly.
- SPEAKER 2: Slow down. I understand more if they slow down their speaking speed.

Slowing down...

..doesn't mean

talking down

just..talking..a little..more..slowly

# Enunciation

- SPEAKER 3: It's helpful when you use clear speech.
- SPEAKER 4: It helps if you use clear intonation.

# Dropping sounds and syllables

- Act normally – acnormally
- Friendly – frienly
- She gave him her pen – she gave ‘im ‘er pen
- Want to – wanna
- Going to - gonna
- Have to - hafta
- Family – fam-ly
- Corporate – corp-rate

# Blending sounds

Did you give the patient his medication?

Di-jou (new sound j)

What are you doing?

Whacha doing? (new sound cha)

Or Wha-tya...(new sound tya)

Aren't you?

Aren-chou (new sound chou)

A stream of words



How many words did I say?

Listen.....

8

Ukončete, prosím, výstup a nástup, dveře  
se zavírají.



iː see	ɪ his	ʊ put	uː too	ɪə ear	eɪ say	
e ten	ə ago	ɜː her	ɔː saw	ʊə pure	ɔɪ boy	əʊ so
æ hat	ʌ but	ɑː car	ɒ hot	eə air	aɪ buy	aʊ now

p pen	b book	t tea	d day	tʃ chair	dʒ jam	k key	g go
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# The BBC Guide to Pronunciation

BBC Learning English BOX  
SET: The complete guide to  
English Pronunciation

(Also on Youtube and the  
Healthy English website).

# BBC Guide to pronunciation

Pronunciation tips  
from  
[bbclearningenglish.com](http://bbclearningenglish.com)

Question..

What is the most  
common phoneme in  
English ?

Answer

# The Schwa

**/ə/**



# /ə/

The Schwa /ə/ is used in unstressed words in sentences

He went to the bank

He went t /ə/ th /ə/ bank

And in unstressed syllables within words

Today, my presentation is about the complexities of pronunciation

T /ə/ day, my pres /ə/ ntati /ə/ n is /ə/ bout th /ə/ c /ə/ mplexities /ə/ f

pr /ə/ nunciati /ə/ n

## Examples of the schwa in use

This present is for my brothere.

It's a book about a boy wizard.

To survive the e cold weathere you have  
to make thorough preparations.

I was out last night at a party.

We were very tired this morning.

# Use fewer reductions

- SPEAKER 5: Sometimes they use really short words, which confuses me.
- SPEAKER 6: It's helpful when you use full words instead of short words.



# Contractions

. They'll      They will

. Can't      Can not

. Shouldn't've      Should not have

. We're      we are

(compare wear and were and weir)

. They're      They are

(compare there and their)

# Regional variations

- Grammatical: I'm going up Hanley (to)
- Lexical: I am really sneeped (offended)

Hello duck/dear/pet/hen/love/sug(ar)/mate

- Accent (book, cook, look : oo as in put or too)
- Northern and Southern A and U sounds

# Regional variations

We have to learn through experience.

The only way to understand a person speaking with a strong Liverpool, Manchester

(or London, Newcastle, Stoke, Bristol....)

is to listen and talk to as many people as possible in the area.

People are often proud of their accents and often love to talk about them to people from different parts of the country or other countries.

Truseneye92

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# Semantic Language Barriers

lift/ride/elevator braces/suspenders/

E.G QUITE

He had been **quite good at drawing** when he was at school. (OK, moderately good but not outstanding)

They were **quite excited** about moving to a new place. (more than moderately excited)

I **quite agree**. You're absolutely right. (I agree completely.)

I can **quite understand** that the news would have upset her. (I totally understand.)

# Personal Barriers

..... difference in judgement, social values, inferiority complex, bias, prejudice, attitude, pressure of time, inability to communicate.....



## ***Direct questions***

Where's the nearest bank please?

When is the last train on a Saturday night?

How much do two tickets cost?

Why can't you come in to work?

## ***Indirect (embedded) questions***

Could you tell me where the nearest bank is please?

Do you know when the last train is on a Saturday night?

Have you any idea how much two tickets cost?  
("do" not needed)

Would you mind telling me why you can't come in to work?

# Idioms

- SPEAKER 1: Don't use a lot of idioms.
- SPEAKER 2: Using fewer idioms will help.

# USING IDIOMS

1. To be on the mend - To be getting better
2. Out cold - Unconscious but still breathing
3. To feel on top of the world - To feel extremely well
4. Splitting headache - To have a terrible headache
5. A flare up - When an illness or issue begins again suddenly
6. Throw up - To vomit
7. To feel under the weather - To feel a bit ill in general

An idiom is a phrase that has its own meaning separate from the individual words making up that phrase.

E.G. the idiom, "to get cold feet."

To get ✓

Cold ✓

Feet ✓

= to become nervous (?!)

You simply have to learn them through experience!

# Idioms and Colloquialisms

That really takes the biscuit. (That is really surprising/annoying/the worst.)

I'm chuffed to bits! (I'm so pleased.)

That's rubbish. (That's ridiculous/not true.)

Fancy a cuppa? (Would you like some tea?)

She's such a chav. (She's such a lower-class person.)

That's manky. (That's dirty or disgusting.)

I've dropped a clanger. (I've made an embarrassing mistake.)

What a cock up. (What a big mistake.)

Did she bottle it? (Did she lose her nerve?)

She's such a curtain twitcher. (She's a nosy neighbour.)

You made a dog's dinner out of that. (You made a mess out of that.)

Don't fanny around. (Don't procrastinate.)

It looks like we have the full monty. (Looks like we have everything we need.)

What are you going on about? (What are you talking about?)

These have to be learned through experience. Ask others to explain!

# Idioms and Colloquialisms

That's not my cup of tea. (That's not to my liking.)

I guess he finally popped his clogs. (I guess he finally died.)

You really did pull a blinder in the meeting. (You achieved something difficult in the meeting.)

She's a few sandwiches short of a picnic. (She's not very smart.)

Sod off! (Get lost.)

I have to spend a penny. (I have to go to the bathroom.)

That meeting went all to pot after I left. (That got out of control after I left.)

Have a gander at what she's doing. (Have a look at what she's doing.)

## Idioms and Colloquialisms

Budge up. (Move over and make some room.)

That must have cost a bomb! (That must have been expensive.)

What a load of codswallop. (What a load of mistruths.)

Oh, keep your hair on. (Oh, calm down.)

Put a sock in it. (Shut up/stop talking.)

Are you up for it? (Are you willing to do it?)

Don't go in there; it's absolutely chock a block. (Don't go in there, it's very busy.)

Well, this assignment has gone pear-shaped. (Well, this assignment has not gone to plan.)



# Idioms and Colloquialisms

Pass by

Meaning: Visit briefly

Example: I was PASSING BY her house the other day when I heard about it.

Notes: Inseparable

Pass by

Meaning: Miss an opportunity

Example: The chance for promotion PASSED me BY.

Notes: Separable [obligatory]

Pass off

Meaning: Convince somebody that something is real

Example: I managed to PASS OFF the fake money in the market.

Notes: Separable [optional]

Pass off

Meaning: Happen in a certain way

Example: The demonstration PASSED OFF peacefully.

Notes: Inseparable

## ***Phrasal verbs***

What is a **phrasal verb**?

Phrasal verbs consist of a combination of a **verb** and another word, usually a **preposition**.

# ***Phrasal verbs***

Most common verbs

**go...come...take...get...set**

**carry...turn...bring...look...put**

**pick...make...point...sit...find**

**give...work...break...hold...move**

Most common prepositions

**out**

**up**

**on**

**back**

**down**

**in**

**off**

**over**

# ***Transparent Phrasal verbs***

Now, if you'd like to *put on* your helmet.

Most common prepositions

They never *send back* all mail from these college places.

out

'Nobody tells me anything', Amy said slowly as she *sat down* again.

up

on

I opened my briefcase and *took out* a notepad.

back

down

in

off

over

# ***Idiomatic Phrasal verbs***

I should be grateful if Smith would *carry out* these investigations.

*carry out* means *accomplish*, or *perform*

I learned last season not to *give up*.

*give up* means *surrender*

The jury was told the event *went off* well.

*went off* means *transpired*

## ***Idiomatic Phrasal verbs***

◆	Get across	convey/communicate
◆	Get on with	have a good relationship
◆	Get at	try to say
◆	Get away with	avoid punishment
◆	Get down to	to begin (to focus on)
◆	Get on	to continue
◆	Get by	manage (financially)
◆	Get over	to recover
◆	Get through	to survive a difficulty

## ***Phrasal verbs***

A phrasal verb may or may not be followed by a **noun phrase**.

- This usually took place when the factory machine *broke down*.
- Composting is a process that *breaks down* fresh organic matter into a brown, crumbly stuff that looks rather like nice soil.

# *Phrasal verbs*

When a **phrasal verb** is followed by a **pronoun**, additional rules apply.

Consider the following examples:

She **put down** the tea cup ✓ and **picked up** the bowl. ✓

She **put** the tea cup **down** ✓ and **picked** the bowl **up**. ✓

She **put down** the coffee cup ✓ and **picked it up**. ✓

She put down the coffee cup and **picked up** it. ✗

Pronouns **must** come between the two parts of the phrasal verb.

it.



# Barriers to communication:

## Denotations and Connotations

The **denotation** refers to the **literal meaning** of the word.

RED (denotation of the colour) ROSE (denotation of the flower)

The **connotation** of RED ROSE is a symbol for love

The **denoted** meaning of **homophones** pair, pare, pear

and **homographs** lead, lead – *metal* can only be understood by their context or pronunciation.

Some words have a **connotation** (**often metaphorical**) for one group of people that is not shared by another. “That’s sick!” could be a compliment or an insult, depending upon the listener.

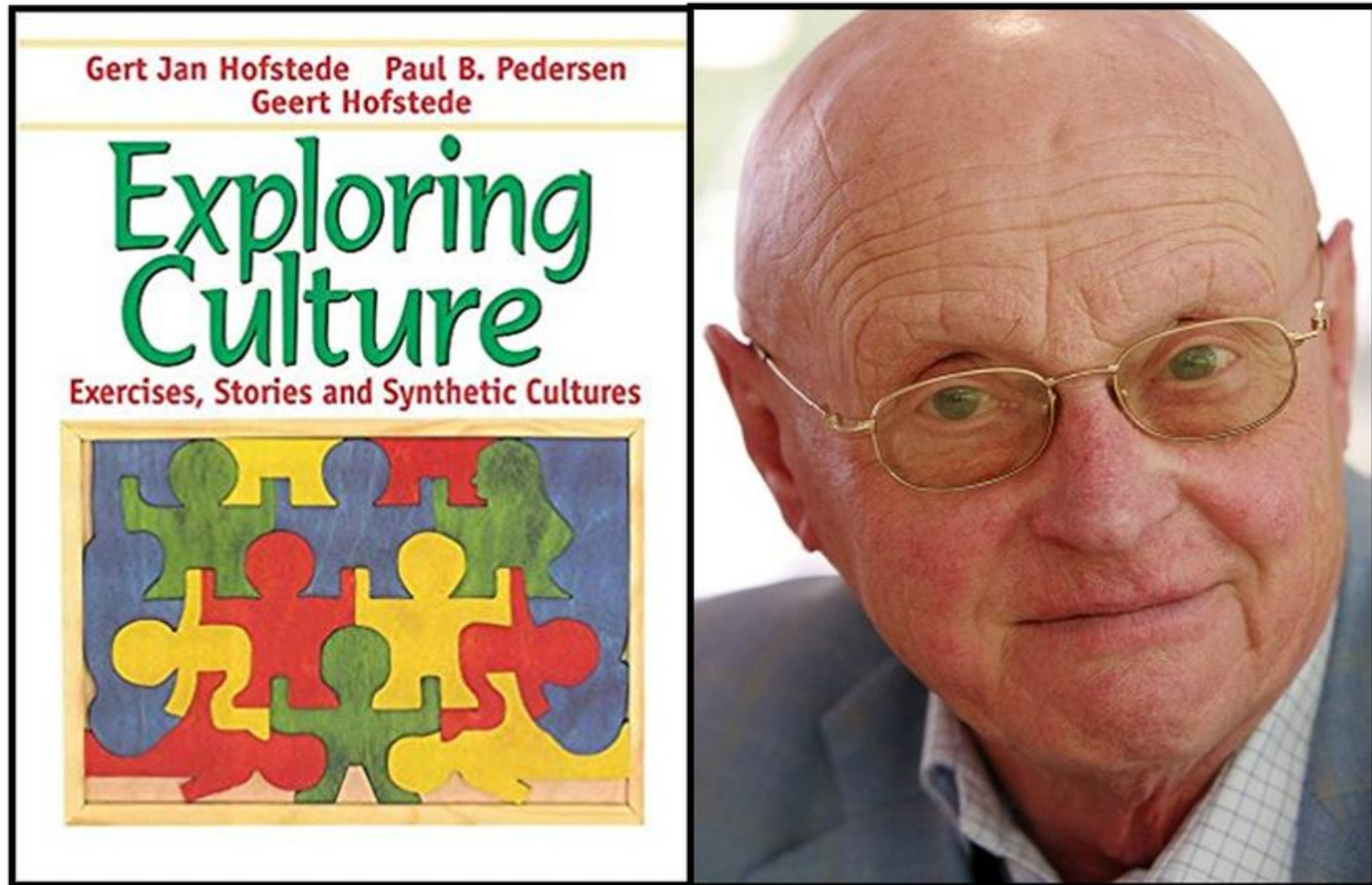
# Barriers to communication:

## Denotations and Connotations

**Denotation** tends to be attributed to **low-context cultures**. People in low-context cultures communicate in a **more direct way, explicitly speaking** what they want to communicate e.g. UK, Australia and the United States.

**High-context cultures** are related to **connotation**. People within high-context cultures **tend to be more implicit in their communication using facial expressions, body language, changes in tone**, and other aspects of communication that are not directly spoken e.g. Japan, China, France, Spain, Brazil.

<https://www.hofstede-insights.com/product/compare-countries/>



## CULTURAL DIMENSIONS THEORY 1973

Generalisations about one country's culture are helpful but they have to be regarded as such, i.e. as guidelines for a better understanding.

### Hofstede: What Distinguishes Different National Cultures

**Individualism v Collectivism**

**Power Distance**

**Short-termism v Long-termism**

**Masculinity v femininity**

**Uncertainty avoidance**

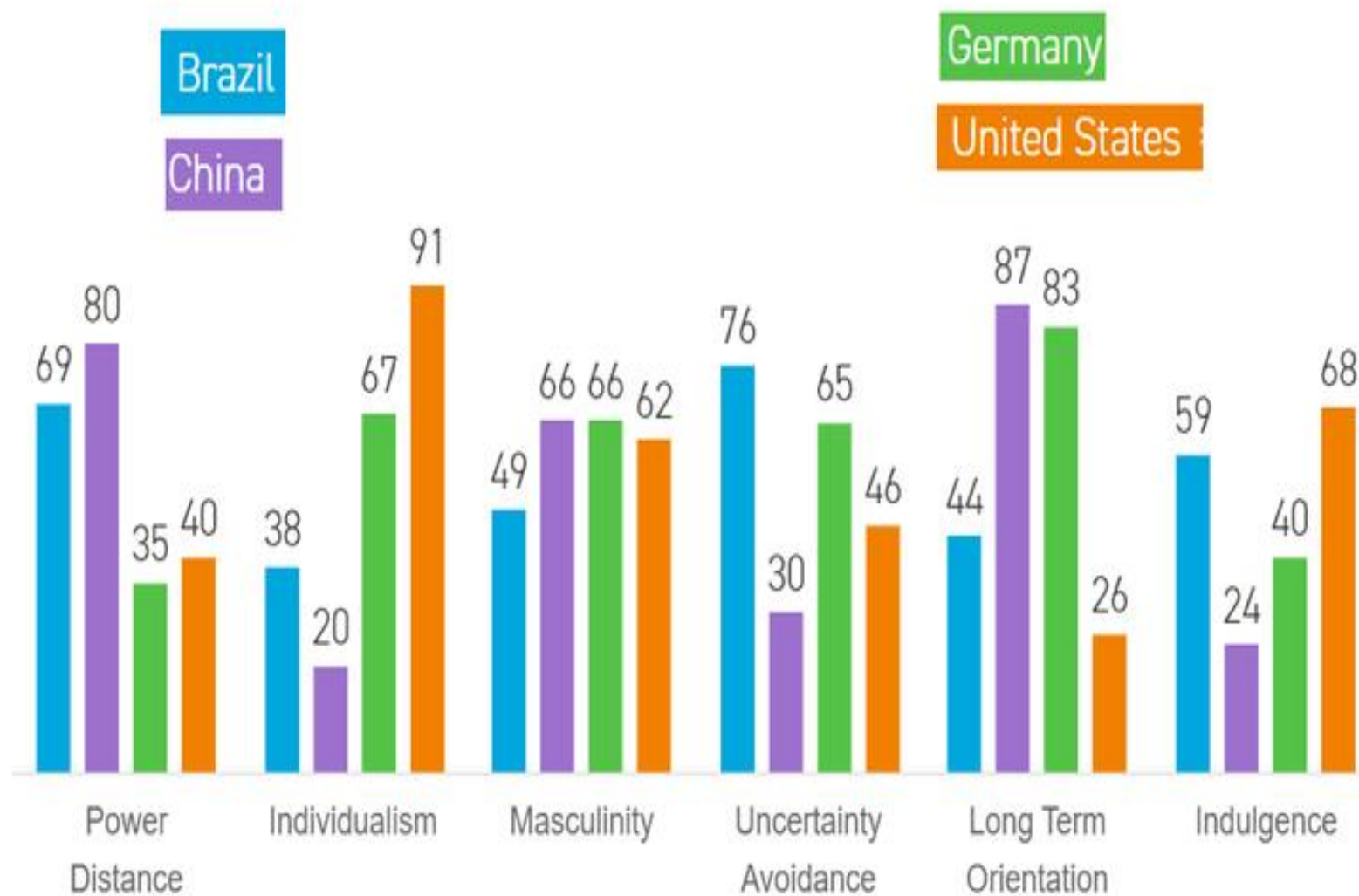
**Indulgence v Restraint**

China

Brazil

Germany

US



# Individualism vs Collectivism

Some societies value the performance of individuals. (Higher score)

For others, it is more important to value the performance of the team.  
(Lower score)

UK = 89

# Power Distance

A high PD score = a culture that accepts and encourages bureaucracy and has a high respect for authority and rank.

A lower PD score = a culture that encourages flatter organisational structures & places a greater emphasis on personal responsibility and autonomy.

UK = 35

# Uncertainty Avoidance

This category essentially considers the different attitudes to risk-taking.

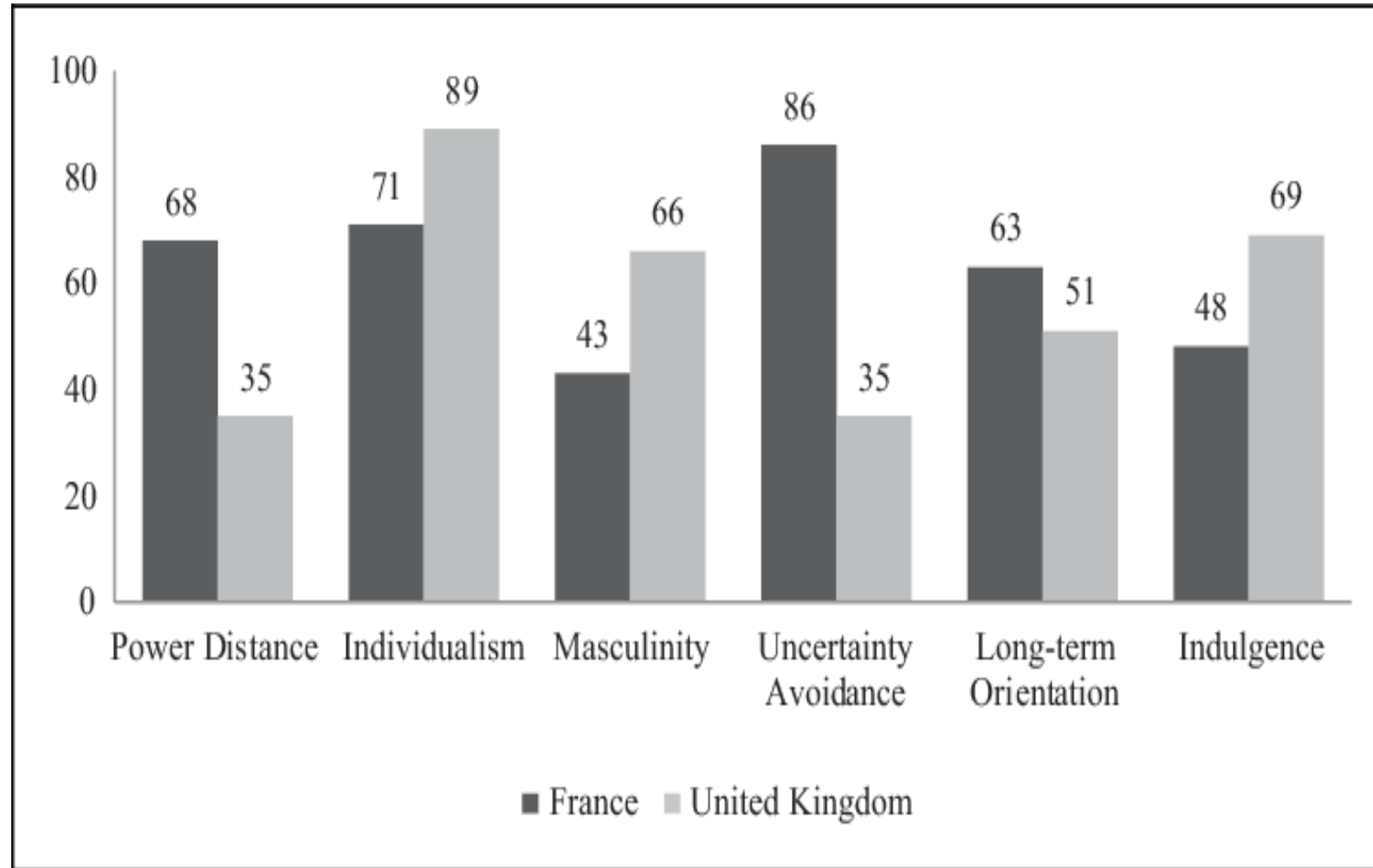
Low levels = a willingness to accept more risk, work outside the rules and embrace change.

Higher levels = more support for rules, data, clarity of roles and responsibilities.

UK = 35



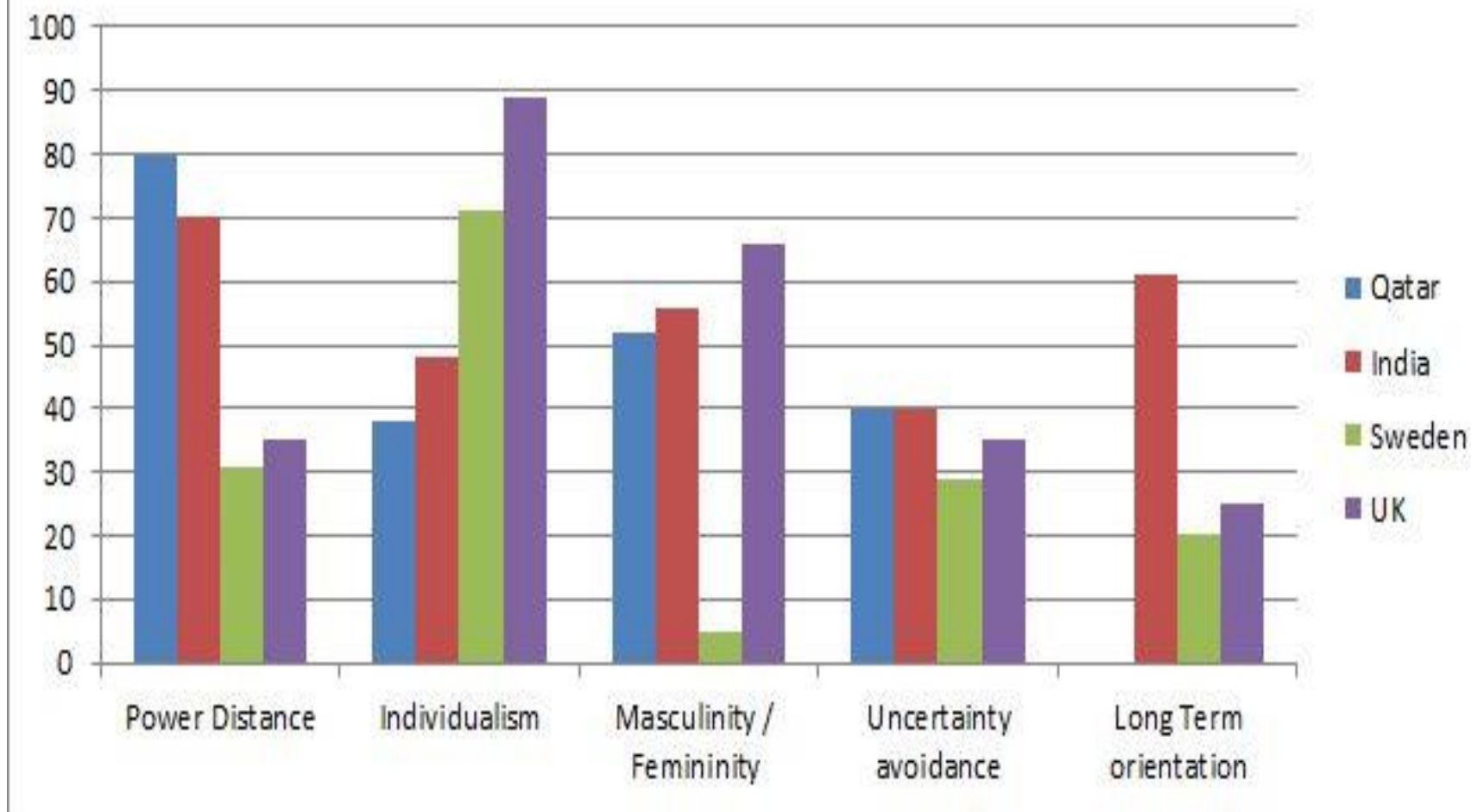
# FRANCE CONTRASTED WITH THE U.K.



Qatar India Sweden UK

## Hofstede Dimensions from high to low (100 = high)

\*There is no Qatar score for Long Term Orientation available



# **FALSE COGNATES OR FALSE FRIENDS**

What does the German  
word “gift” mean in  
English?

# False Cognates German

Ambulanz = outpatient department

Dose = can, tin

Expertise = report (by experts)

Gift = poison

Übersehen = overlook

# False Cognates Spanish

Especialidad = (proprietary) medicinal product

Tiempo de espera = withdrawal period

Embarazada = pregnant

Morbido - soft, delicate

Molestar = bother

# False Cognates French

- Spécialité = (proprietary) medicinal product
- Auricle = atrium
- Expérience = experiment
- Blessier = to wound
- Chair = Flesh
- Sensible = sensitive

## Status Barriers (Superior-Subordinate Relationship)

A superior may give only selected information to his subordinates so as to maintain status differences.

Subordinates often convey only those things which the superiors will appreciate. This creates distortion in upward communication.

Such selective communication is also known as filtering.

# Barriers to communication: Physical

What are you required to wear when with patients?

**Distance** between the sender and the receiver of the message.

Don't let furniture, screens, get in the way.  
Maintain eye contact.

**Noise** and **environmental factors** also block communication.



# Active Listening

LISTEN and SILENT

ARE SPELLED WITH THE SAME  
LETTERS

# COMMUNICATION

MAKE SURE  
**YOU LISTEN**

AS MUCH AS  
**YOU TALK**



IS A  
**TWO-WAY  
STREET**



# Communicating well and working as a Team

Working towards a common goal...



# Feedback

Communication is complete when the response or reaction of the receiver becomes known to the sender. The receiver should be encouraged to express his or her reactions and confirm understanding.

# SBAR

The acronym SBAR (situation, background, assessment and recommendation) is a structured communication tool.

Consider the linguistic devices and techniques that are being implemented here.

# SBAR

SBAR provides an opportunity to standardise the way information is communicated. Not only can it be used in face-to-face communication but also it is also helpful in written communication and on the phone.

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### Part 1



### Part 2



Thank you for listening!

