

PROMOTING ENGLISH READINESS FOR EFFECTIVE CARE AND TRUST OF NURSES / PERFECT

LEARNING TEACHING TRAINING: TEACHING ENGLISH FOR HEALTHCARE

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UNIVERSITY OF PRIMORSKA, KOPER, SLOVENIA

UČENJE, POUČAVANJE I UVJEŽBAVANJE: POUČAVANJE ENGLESKOG JEZIKA U ZDRAVSTVU

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From 20 to 24 October 2025, Erasmus+ PERFECT project partners gathered at the University of Primorska for the *Learning Teaching Training: Teaching English for Healthcare* event. The PERFECT project aims to tailor opportunities for pre- and in-service nurses by equipping them with the essential English skills required for efficient care, stronger patient trust, and greater employability. The main outcomes of the project include an updated “English for Nursing and Healthcare” course to improve language proficiency, an interactive book tailored for healthcare professionals, increased learning opportunities for in-service nurses, and the dissemination of project results beyond the partnership to create lasting, positive changes within participating institutions.

In addition to representatives from the University of Rijeka, Faculty of Health Studies, the PERFECT LTT event included participants from partner institutions in Ukraine and Slovenia, as well as the leading partner from Estonia.

Each institution contributed mini-lesson presentations. Nataliia Tuchyna (Kharkiv National Pedagogical University, Ukraine) introduced digital storytelling as a creative learning method. Tajana Tomak (University of Rijeka, Faculty of Health Studies, Croatia) presented an approach to teaching the topic of *Monitoring Vital Signs* to nursing students. Natalia Chaikovska (Bukovinian State Medical University, Ukraine) conducted a session on the use of role play in English for Nursing. Alesia Golovko (Tartu Applied Health Sciences University, Estonia) demonstrated methods for integrating games and interactive elements into English lessons. Martin Avameri (Tartu Applied Health Sciences University, Estonia) led a discussion on nurses’ learner profiles and learning personas.

Collaboration among experts in English language teaching, healthcare, and educational technologies greatly contributed to defining and specifying the units and learning outcomes for the “English for Nursing and Healthcare” course and determining the structure of the interactive digital book, both of which present key

project outcomes. The partners also established specific tasks and outlined the next action steps.

After a content-rich and productive week, representatives of partner institutions concluded the event and scheduled future meetings to continue advancing project objectives.

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