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Implementation and Evaluation of Material Designed for EFL Students of the Nursing Academic Program at Instituto Superior Tecnológico Bolivariano de Tecnología

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De Angelis Soriano, Luigi Efrain, MSc.

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We certify that this research project was presented by Garzón Balcázar Jessica Carlota as a partial fulfillment of the requirements for the **Degree of Master in Teaching English as a Foreign Language.**

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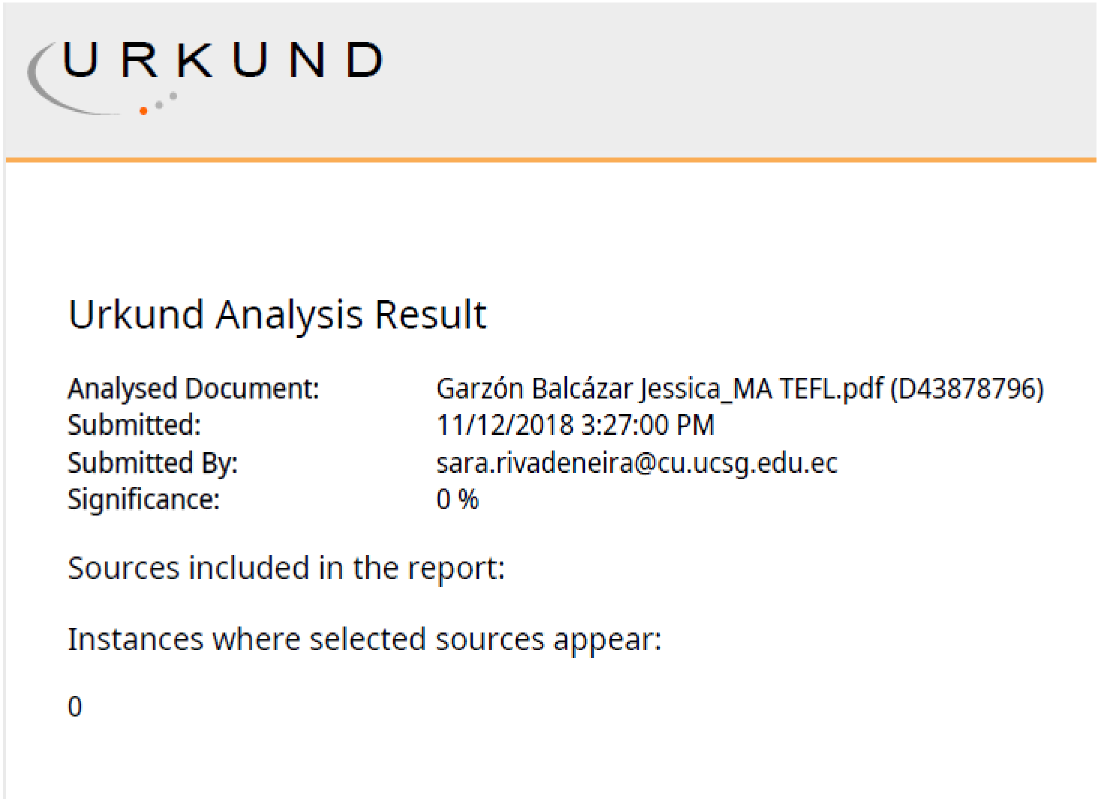

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DEDICATION

To my beloved sons,
Carlos Alejandro and Benjamin Adriano
because you are the reason to continue
growing as a professional.

May all your dreams and aims be fulfilled
when you become adults with our Beloved God and Jesus Christ
guiding your steps in every moment.

With love,

Mom

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ABSTRACT

The Instituto Superior Tecnólogico Bolivariano de Tecnología (ITB) trains learners for different academic programs. One of them is the Nursing Academic Program where the teaching of English is based on general topics. Therefore, 39 learners were taken as a sample for this research project in order to implement some tasks from a material designed by the author of this work intended to nursing students with B1 level of proficiency. This initiative was motivated by the lack of textbooks related to English for Specific Purposes (ESP) in a critical and integrated way for learners of the Nursing Academic Program. For this reason, this work was focused on the qualitative and evaluation research under the strategy of Inquiry Ethnographic and Narrative. After doing the analysis and interpretation of results through the methods and instruments of this inquiry, it was concluded that the material designed for nursing learners with B1 level of proficiency has had a significant impact on the group assigned by the authorities of Buckingham English Center and ITB. Regarding the group assigned, though the majority of learners got an Elementary level according to the diagnosis test given before the training process, during this training they could perform the tasks but with the aid of explanations given in L1 and collaborative work. Therefore, the results obtained through this group were very productive for this research project because they have let the author know firstly the real level of proficiency of nursing learners in ITB and secondly what an ESP textbook in nursing should have according to the reality found, such as tasks with more vocabulary and expressions related to the nursing field and the daily practice of the language skills in the classroom.

KEY WORDS: ESP material design, needs analysis, Nursing Academic Program, multi-syllabus syllabus, effective questioning

Introduction

Nowadays English has a very important role in the academic programs all over the world. Lately, there has been a worldwide growth about the need of English for Academic Purposes. It is important to remark that English is considered the lingua franca of all sciences in most of the non-English speaking countries. For this reason, English is being studied as English as a Foreign Language (EFL) in many countries.

This is confirmed by Hutchinson and Waters (1987) who in their tree of English Language Teaching (ELT) present English as a Foreign Language (EFL) as General English (GE) and English for Specific Purposes (ESP). They think that General English (GE) teaching is for primary, secondary and Adult Tertiary learners. Also GE is usually studied for exam purposes. Whereas English for Specific Purposes (ESP) teaching, is according to the learners' use of the language, can be divided into English for Academic Purposes (EAP), e.g. English for Medical Studies, English for Occupational Purposes (EOP), and English for technicians.

Hutchinson and Waters (1987) divide English for Specific Purposes (ESP) into three groups, according to the learners' specialism: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences (ESS).

A main aspect to consider is that in some higher education institutions in Guayaquil, especially in some medical academic programs like Nursing, General English (GE) is taught instead of English for Specific Purposes (ESP). Sometimes learners have to find information on medical topics and this is found in some medical books or journals online written in English. On the other hand, in some higher technical institutes ESP is not taught properly. They think that teaching ESP refers to technical vocabulary only. Their learners study medical terminology or learn General English (GE) with textbooks that do not offer the practice of the four language skills in an integrated and a critical way. Grammar is sometimes studied during the training, but pronunciation not at all.

For all these reasons and due to the lack of these kinds of textbooks on the market, a material which includes these features was designed. This material was intended to increase nursing learners' proficiency level to B1 and was based on the observation and needs analysis done by the author during years of experience working as a professor in medical academic programs in higher education. In addition, this material was implemented with a group of nursing learners in a Higher Technical Institute in order to evaluate and know their communicative and reflective value in the classroom.

To sum up, this paper presents the process of implementing and evaluating the effectiveness of the material designed for nursing learners in a Higher Technical Institute in Guayaquil and it is organized as follows:

Chapter 1 includes the problem statement, justification, research objectives and research questions.

Chapter 2 consists of the literature review which includes other pieces of research related to ESP and the theoretical foundation related to the material designed for nursing learners of ITB.

Chapter 3 consists of the methodology which includes the modality of the inquiry, methodological inquiry design, instruments for the data collection, the population and sample, background of nursing learners EPD-97 and outline of the training process.

Chapter 4 presents the analysis of results: placement test, teaching observation, teaching diary, survey for nursing learners and interviews.

Finally, chapter 5 contains the conclusions and recommendations of this research project.

Chapter 1

The Problem

1.1. Statement of the Problem

Nowadays, nursing learners in higher education are learning English that is not related to their academic program and there are not enough textbooks to teach English for Specific Purposes in the nursing field. These textbooks produced by foreign publishers are expensive on the Ecuadorian markets and most of them include learning tasks with factual questions or exercises which do not help nursing learners to reason about topics related to their profession in the classroom.

Therefore, during two years working as a professor in the Nursing academic program in a public university in Guayaquil, the author observed her nursing learners and collected their necessities, lacks and wants. She realized the importance of integrating speaking with the other language skills in the classroom. As well, nursing learners need to learn to communicate with others expressing their opinions in a coherent way. For instance, if they were asked: “Why did you take the decision of becoming a nurse?” most of them answered: “Because I like it”, giving a short answer without a logical reasoning.

Behind these issues, a question came up to the author’s mind ‘How to design a material intended for nursing learners that is focused on the development of communication in a critical and integrated way?’

As a result, during a long time as a personal project a material was designed with the aim of implementing it and evaluating its learning tasks which was worked with a group of nursing learners of the Instituto Superior Tecnologico Bolivariano de Tecnología (ITB).

To sum up, it is expected that this material becomes helpful in the classroom for both nursing learners and English professors.

1.2. Justification

The development of this research is focused on satisfying the needs of English professors and learners of the Nursing Academic Program at ITB and nursing learners from other institutions of higher education in order to develop communication in a critical and integrated way. Therefore, the research project could represent a benefit to:

a) Higher education nursing academic programs, because there are not English for Specific Purposes (ESP) textbooks with a multi-syllabus for this Program.

b) The learners of nursing, because through this material they will able to increase their English language proficiency level to B1 according to the CEFR and to criticize and reason any topic referring to their profession in and outside the classroom environment as well.

c) English professors of any level of experience, because this material has a methodology which let them teach ESP for nursing in an uncomplicated way without becoming a straitjacket for them but helping them to plan in their own way.

Finally, this work will be beneficial not only for nursing learners who want to practice the English language skills within a medical and critical context, but for professors, because it will provide them new insights into ESP pedagogical strategies and activities to be applied in the classroom.

1.3. Research Objectives

1.3.1. General Objective.

To evaluate the impact of a material designed for nursing learners for the development of communication in a critical and integrated way at Instituto Superior Tecnológico Bolivariano de Tecnología (ITB).

1.3.2. Specific Objectives.

✓ To identify nursing students' needs for designing material to cope with them.

✓ To analyze the communicative performance of nursing learners in the classroom when using the material.

✓ To compare views of nursing learners and people in charge of the nursing academic programs about the material design proposed.

1.4. Research Questions

- ✓ What are nursing students’ necessities, lacks and wants?
- ✓ What is the impact of the material designed for nursing learners on the development of communication in a critical and integrated way at Instituto Superior Tecnológico Bolivariano de Tecnología (ITB)?
- ✓ How does the use of the material for nursing learners help to improve their proficiency level?
- ✓ What is the outcome of the use of the material designed for nursing learners in their communicative performance?
- ✓ What is the view of nursing learners and authorities of the Instituto Superior Tecnológico Bolivariano de Tecnología (ITB) after using the material designed for the Nursing Academic program?

Chapter 2

Literature Review

This research project is concerned with the implementation and evaluation of material designed for EFL learners of a nursing academic program. This chapter includes relevant information on ESP and a review of other pieces of research related to the topic. A theoretical foundation will also be presented to provide a framework for the design of the material.

2.1. English for Specific Purposes (ESP)

There are several definitions about English for Specific Purposes found by Gonzalez (2015) which are summarized as follows: Hutchinson and Water (1987) consider ESP as an approach. But another researcher called Dudley-Evans (2001) defines ESP distinguishing its absolute and variable characteristics. However, Anthony (1997) stated that the two variable characteristics of ESP are its restriction in terms of skills to be learned and the lack of a pre-established methodology. Meanwhile Dudley-Evans (2001) explains ESP is a goal-directed approach that has a limited time period and is aimed at adults in homogeneous learning environments and it is usually aimed at professionals or tertiary-level students with some target language basic knowledge. On the other hand, Dudley-Evans and St John (1998) insist that ESP should be defined neither as a subject-content directed discipline nor as a distinct area from General English attempting to meet the needs of a specific population of students, but to employ methodologies and materials from the discipline that it is centered and focuses on the language and discourse related to it as well as modifying it by omitting variables such as the one contrasting ESP to General English, and including others such as whom ESP is aimed at. Smoak (2003), states that ESP is English instruction based on actual and immediate needs of learners and it is needs-based and task-oriented. Another researcher called Gatehouse (2001) discusses the meaning of the word ‘specific’ and clarified that it addresses the specificity of the purpose or aim of this teaching area.

Finally, Gonzalez (2015), after considering the previous definitions, declares that these have evolved evidencing changes in views of theoreticians, researchers, and practitioners, who refer to them as ‘absolute features’ that embrace the aim of ESP at meeting the very specific needs of a very specific group of learners.

2.2. Researchers’ Studies on the Use of the ESP Material Designed for Medical Learners

For better understanding of the present research project, it was convenient to review other pieces of research related to the importance of using a material design based on English for Specific Purposes (ESP) in higher education focused on nursing learners.

Salehi, Khadivar and Mehrabi (2015) have a study to evaluate an ESP Medical textbook directed to medical instructors and learners in order to know their perception and different aspects about the textbook. They applied two researcher-made questionnaires of 30-item and one interview protocol. This study included descriptive and inferential statistics. The results of this study were positive and negative toward the content of the textbook because instructors claimed that the textbook was good and relevant to the learners’ levels and needs. But learners thought that it is better for them to use texts that are more original in their course and useful for their future use in real life situations to have a professional progress.

Sabet and Daneshvar (2010) studied the impact of ESP Materials on Medical Students’ Reading proficiency which was to know whether teacher-made materials, original international materials, domestic (* SAMT) materials resulted in Iranian medical students’ higher, lower and significant performance in a reading comprehension test and whether the score obtained through these tests was significantly different. The result obtained in this study was that original materials would enhance more efficient reading comprehension in the participant Iranian medical students, and the teacher-made materials be taught as a supplementary item.

Davari, Iranmehr and Mahdi (2013) did a critical evaluation of the current status of the Iranian ESP textbooks developed and published by Payam Nour University PNU in order to present the importance of ESP materials development as well as evaluation, to introduce the essential drawbacks which PNU textbooks suffer from and to present practical suggestions and solutions to tackle the significant problems and drawbacks of such ESP textbooks. The results obtained in this study were: to pay real attention to the learners' needs and interest, to provide texts and tasks with newer concepts and information, new current approaches should be used in developing and preparing any new ESP textbooks, important visual features including pictures, charts, tables, graphs, etc., vocabulary should be presented in meaningful and appropriate contexts, authors must be experts in ESP materials development, and to pay attention to the ESP instructors' experience, observation and expectations.

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* SAMT: Iranian organization which publishes textbooks for various fields of study. These textbooks are well-formed in style and format and contain word study, reading passages and exercise sections on medical issues.

Yu and Seepho (2015) studied the application of the Problem-based Learning PBL approach to integrate medical English materials design in order to facilitate students' speaking ability in group discussion. The result of this study was that the design of PBL materials for medical English course provided a deeper understanding of the process of content materials design which consisted of defining the context, designing the PBL materials and some sub-steps with the integration of language and content in order to acquire the target language ability when they are solving the problems with content and complete the activities with the language.

Shahriari and Behjat (2014) studied the medical science graduates' opinions about the ESP materials used in college and their needs at workplace. They employed a needs analysis framework to investigate the extent to which English is used in the medical careers and the perception of employees towards their English language preparation during their college studies. The result of this analysis indicated that the materials for medical centers employers' should mainly focus on ESP courses.

Gavrilova and Trostina (2014) studied the special aspects of Teaching English for Professional Purposes (EPP) and Content and Language Integrated Learning (CLIL) at a Russian University. Their paper adopted both quantitative and qualitative methodology approaches. It was focused on the controversies faced by EPP and CLIL professors and investigates how well current programs and curricula satisfy professors and students' needs. The results of this paper were: to give priority to activities that develop critical thinking centered on task-based learning to enhance competence-based approach and to choose themes for the interactive preparations in EPP classroom.

Stan, Oroian, Bradea, Moanga, Adam, and Mihai (2014) did an experiment of an ESP assessment session to find out information and data concerning students' needs and directions for a course design and a syllabus development. The results of this experiment were: firstly, an assessment method which saves time along the academic year, taking into consideration the limited number of language courses, one hour per week. Secondly, to find out the students' target needs and learning needs and then integrate the required linguistic elements and skills into the course. Finally, ESP assessment instruments reflect a specific area of language use and consequently ESP tests are based on the understanding of several characteristics of specific purpose language, like precision of context and the relationship between specific purpose language and specific purpose background knowledge.

Finn (2011) studied the core information that he believes for clinicians to know in order to become more balanced thinkers. He expands Kamhi's conclusion that rational or critical thinking is an essential complement to evidence-based practice (EBP) and suggests that critical thinking should be a required skill of their professional training programs.

Cotter and Sacco (2009) studied whether completing critical thinking exercises provided by a textbook was associated with improvement of critical thinking skills over the course of the semester. This study was done because some textbooks routinely include exercises to improve critical thinking skills but the effectiveness of these exercises has not been closely examined. It was done with students from a wide variety of majors, such as psychology, biology, and nursing. Besides, they discovered that formal operational thought and critical thinking skills, as measured by the Group Assessment of Logical thinking and California Critical Thinking skills test respectively, were significantly correlated, as had been anticipated.

Hwang (2011) studied medical student's linguistics needs and perceptions in Taiwan, following six issues: The use of the English language, the importance of using English in the medical field, evaluations of medical students' English ability, a needs analysis of the English course for the School of Medicine, suggestions about the English curriculum for the School of Medicine and other assistance or requirements identified by students. This study was previously done to provide a description of the linguistic needs and perceptions of medical students and faculty members. But now Hwang is focused on the school of Medicine students, faculty members (teachers) from Taiwan during their first and second years at the university. She argues that English for Medical Purposes (EMP) is a form of English as a Second Language (ESL) education that clearly emphasizes medical English according to the needs of one's jobs such as writing progress notes and charting, interviewing and assessing patients and reporting. She asserts that learning individually and learning in small groups in an English course would help more with the English language skills of learners than learning with the whole class.

To improve doctors' skills and knowledge, McCullagh (2015) did a reflective report where she evaluates the effectiveness of *Good Practice*, a course book designed by her in order to fill a gap in the English for Medical Purposes literature by providing materials with a clear focus on communication in the doctor-patient interview. In conclusion, she provides knowledge relating to materials for English language and communication training for doctors and evaluation tools for ESP materials.

Freihat and Al-Makhzoomi (2012) performed a study to explore the learning needs of 20 first-year undergraduates of a degree nursing program in Jordan, which helped develop a language course to respond to the greatest difficulty of communicating with clients, colleagues, nursing supervisors and the teaching staff of nurses in clinical settings. In conclusion, they recommend that the course designed be updated in health care communication in clinical settings according to nursing learners who think that it is a great and invaluable benefit. Also, they recommend more studies in social English and ESP for teaching in the classroom.

Saragih (2014) explores the learning needs of 50 nursing students. He uses quantitative and qualitative methods to find out the real needs of students of ESP for nurses, so he suggests that Nursing English textbooks should be based on learners' needs analysis.

2.3. ESP Material

Materials can be defined as anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet (Tomlinson, 2011, p. 2).

According to Dudley-Evans and St. John (1998, p. 171), ESP materials are particularly useful because they play a key role in exposing learners to the language of a particular discipline as it is actually used; in short, they are a source of 'real language'.

As Ellis and Johnson (1994) explains "the selection of ESP materials should all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include "tasks and activities that practice the target skills areas."

2.3.1. Purpose of ESP materials and characteristics.

"The purpose of ESP course is to enable learners to function adequately in a target situation in which learners will use the language they are learning" (Saragih, 2014), hence the importance of the material used.

Dudley_Evans and St John (1998, pp. 170-17) consider that there are four reasons for using materials in the ESP context:

a) as a source of language
b) as a learning support
c) for motivation and stimulation
d) for reference

They propose two types of characteristics of ESP: absolute and variable.

The absolute characteristics of ESP are:

1. ESP is designed to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities."

The variable characteristics of ESP are:

1. "ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution of in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Dudley_Evans and St John (1998, pp. 4-5)

2.3.2. Needs analysis: its role in the design of the material

Needs analysis is the first step in designing a course because it provides information about what the learners need to know about the target language.

Nation and Macalister (2010), state that "needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn." This is particularly important in designing ESP material as the learners have to use the language in professional situations.

Hutchinson and Waters (1987) propose two types of needs analysis: learning needs, i.e. what the learners need to do in order to learn and target needs, i.e. what the learners need to do in the target situation.

They look at the target needs in terms of necessities, lacks and wants' to explain 'needs'.

Nation and Macalister (2010, p. 24) explain,

"Necessities: What is necessary in the learners' use of language? For example, do the learners have to write answers to exam questions?
Lacks: What do the learners lack? For example, are there aspects of writing that were not practised in their previous learning (L1, L2)?
Wants: What do the learners wish to learn?"

They add that *Lacks* fit into *present knowledge, Necessities* fit into *required knowledge*, and *Wants* fit into *subjective needs.*

Hutchinson and Waters (1987) say that "the analysis of target situation needs in in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process." They propose the following questions:

- **Why** is the language needed?
- **How** will the language be used?
- **What** will the content areas be?
- **Who** will the learner use the language with?
- **Where** will the language be used?
- **When** will the language be used? (pp.59-60)

They propose the following questions to analyse the learning needs:

- **Why** are the learners taking the course?
- **How** do the learners learn?
- **What** resources are available?
- **Who** are the learners?
- **Where** will the ESP course take place?
- **When** will the ESP course take place? (pp. 62-63)

Ellis and Johnson (1994) (as cited in Vičič, 2011, p. 112), point out that after analysing learners' needs and setting objectives for the course, the ESP teacher has to select materials that will help the students achieve the course objectives. Vičič adds that these materials should also relate closely to the learners' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners' motivation.

2.4. Designing ESP materials

Hutchinson and Waters (1987) point out that to design ESP materials first their purpose has to be defined. After that, some principles that will guide the writing of the materials have to be identified:

a) Materials provide a stimulus to learning, i.e. they should be interesting, provide enjoyable activities and opportunities to use what learners know and have content that learners and teachers can cope with.
b) Materials help to organise the teaching-learning process by providing a clear and coherent unit structure which will guide teacher and learner.
c) Materials embody a view of the nature of language and learning, i.e. what the author thinks language learning consists of and how learners learn.
d) Materials reflect the nature of the learning task.
e) Materials can broaden the basis of teacher training, by introducing teachers to new techniques.
f) Materials provide models of correct and appropriate language use.

(pp. 107-108)

2.5. Theoretical Foundation of the ESP Material for Nursing Students

The ESP material for nursing students implemented and evaluated on this project is based on these principles and methodology.

2.5.1. The Social Constructivism.

The psychologist Lev Vygotsky (1978) explained the social origin of the mind stating that social development is produced by social and cultural activity and not only genetic inheritance. He said that what happens in the mind of a person is primarily a reflection of what happened in a social interaction.

What he means is that when one person says what he or she thinks the other person transfers that information which is then confronted with other thoughts where finally new ideas are constructed.

Vygotsky said that from the stage of development in childhood, human beings are confronted with mental constructions with their environment. Therefore, to accomplish its task, the constructivist mind not only needs of itself, but of the social context that surrounds it.

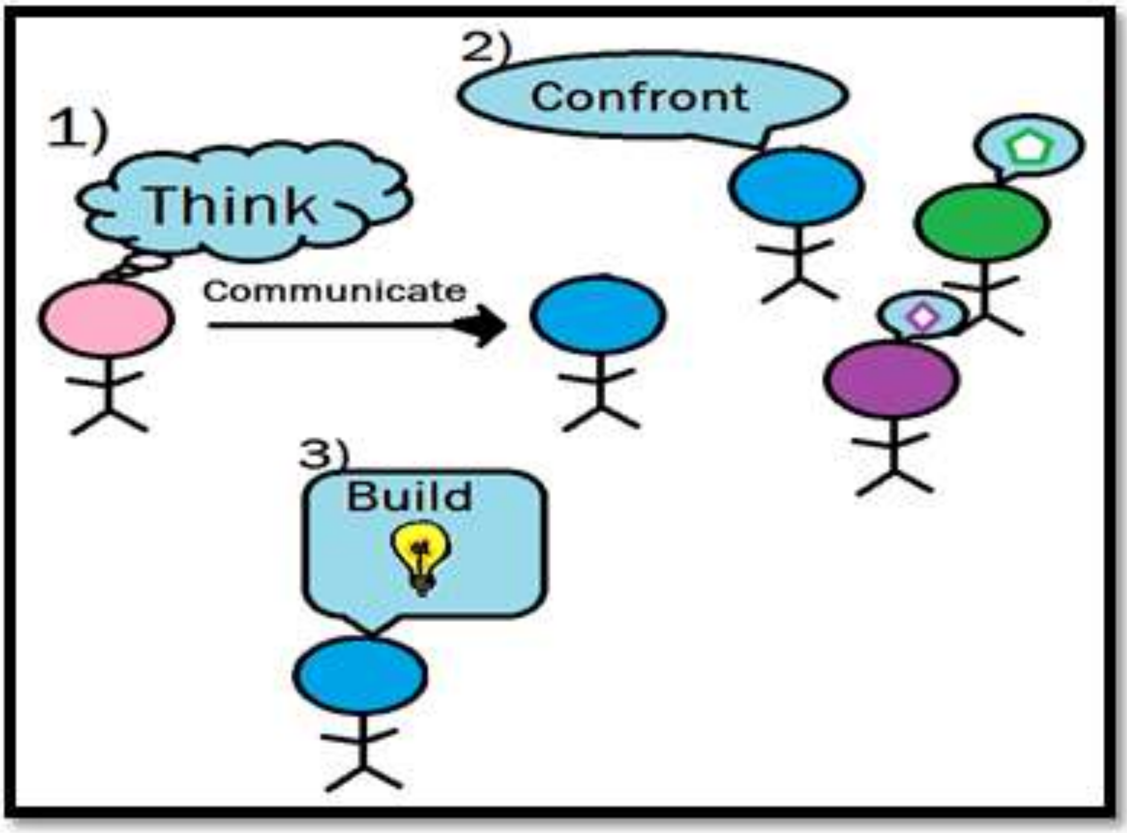


Figure 1: The Social Constructivism. Done by the author, 2018

Jones and Brader-Araje (2002) point out that the influence of constructivism in education can be seen in published curricula and instructional practices. Social constructivist applications are found in schools through the use of cooperative and collaborative teaching strategies, i.e. students work together while sharing ideas and challenging each other's perspectives. Another important impact of this theory is seen in the design and organization of classrooms. Today peer-peer interaction is commonly used, so in the classrooms there are spaces for small group work and arrangements for whole class discussions. Teachers are aware of the constructivist values of small group work and whole class discussion, cooperative development of ideas, and the role of written and spoken language in learning.

2.5.2. The taxonomy of educational goals.

Benjamin Bloom (1956), psychologist and pedagogue, explained the field of learning and the cognitive development. He relied on the idea that mental operations can be classified into six levels of increasing complexity.

Also, he said that the performance at each level depends on the student's mastery at the previous levels. For instance, the ability to evaluate, which is the highest level of cognitive taxonomy, is based on the assumption that the student in order to be able to evaluate, he or she must have the necessary information to understand that information, to be able to apply it, to analyze it, to synthesize it, and finally to evaluate it.

Bloom's taxonomy is being largely used by teachers around the world to write their learning goals. Isaacs (1996), from the University of Queensland, prepared a material drawn from a handout from Dr. Robert Kleinsasser and presents the three Bloom's domains:

- Cognitive (about knowing)
- Affective (about attitudes, feelings)
- Psychomotor (about doing)

The cognitive domain has a hierarchy of six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.

The *affective* domain has a hierarchy of five levels: receiving, responding, valuing, organization, characterization.

The levels of the *psychomotor* domain are categorized as: reflex, fundamental movements, perceptual abilities, physical abilities, skilled movements, non-discursive communication.

Clarks (2015) presents Bloom's revised taxonomy citing Anderson and Krathwohl. They made some changes in the cognitive domain by changing the nouns to verbs, rearranging them as shown in Figure 1, and creating a processes and levels of knowledge matrix.

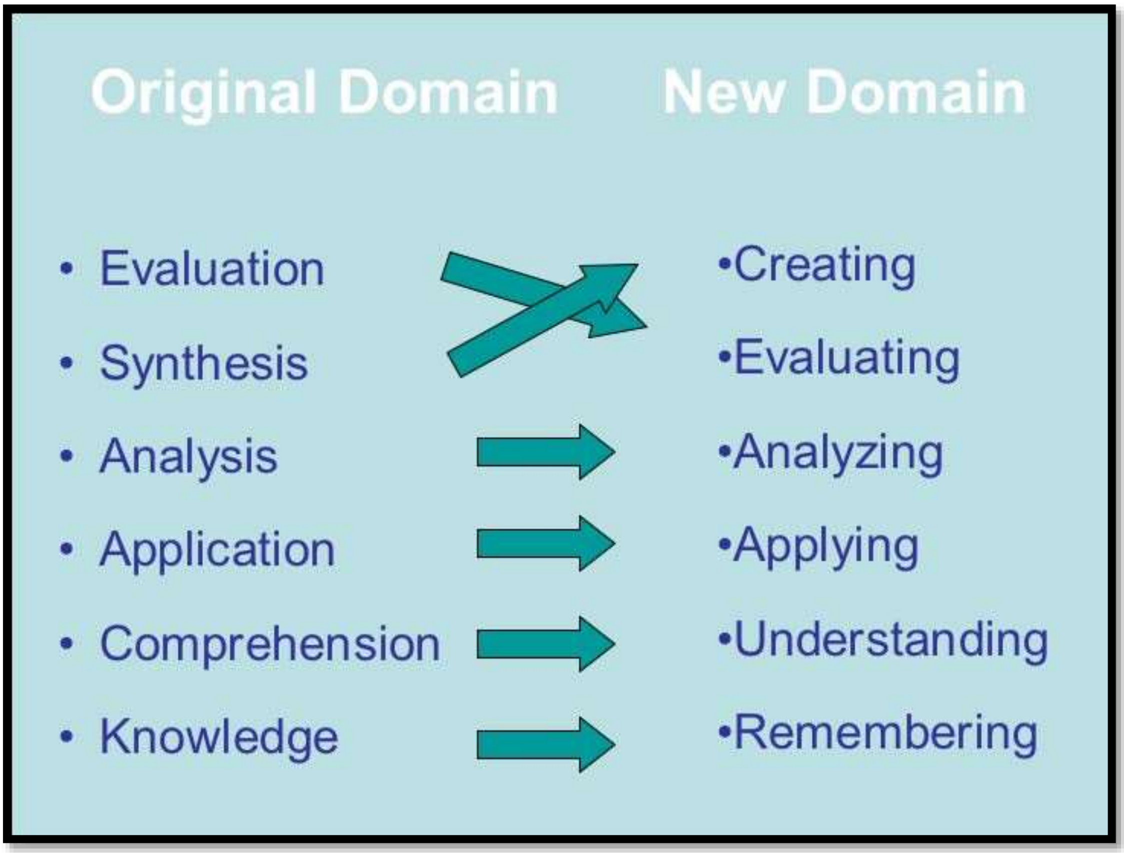

Original Domain
New Domain
• Evaluation
• Synthesis
• Analysis
• Application
• Comprehension
• Knowledge
•Creating
•Evaluating
•Analyzing
•Applying
•Understanding
•Remembering

Figure 2. Bloom's revised taxonomy of learning domain.
Source: Reprinted from Clark (2015), taken from Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock (2000)

2.5.3. The second language acquisition.

Jordan (2004) said that students learn through the following processes: behaviorism, which sees language as a set of structures and acquisition as a matter of habit formation; acculturation, which is oriented to the environment; interaction hypothesis, which is related to what one learns to do and what one learns to interact; and sociocultural, which is a socially mediated process where culture is discussed.

However, Levy (2006) said that these learning processes are only in practice when one explores the levels of language and linguistic learning skills such as grammar, vocabulary, pronunciation, discourse, pragmatics, reading, writing, listening, speech and culture.

Therefore, all these skills with their sub-skills in the process of acquiring a second language must be related and taught in an integrated way and not separately as was done in earlier times. What it means is that if an English teacher gets his students to practice all the English language skills in an integrated way and with content relevant to their students, then the training will be comprehensive.

Conversely, Menezes (2013) defends the fact that Second Language Acquisition (SLA) is a chaotic/complex system because there is evidence of innate mental structures sustaining that part of language is acquired by means of repetition and creation of automatic linguistic habits. Also, she considers that cultural or personal affiliations with the second language work as a potent fuel to move the SLA system. In the same way, input, interaction and output are relevant because they cause neural and sociocultural connections. Therefore, she is convinced that language is a system in constant movement whose interacting elements influence and is influenced by each other. Then, she says that if language is in evolution, SLA as well. To sum up, she states that unequal learning experiences may occur in very similar situations even when teachers plan and develop their classes because their students will always react in different ways in the learning process. What it means is that the world of acquisition is chaotic and out of chaos emerges a new language which uses the first and second language as opposite poles in order to change the new language over time.

Figure 3 illustrates the way this researcher see Second Language Acquisition as a complex system.

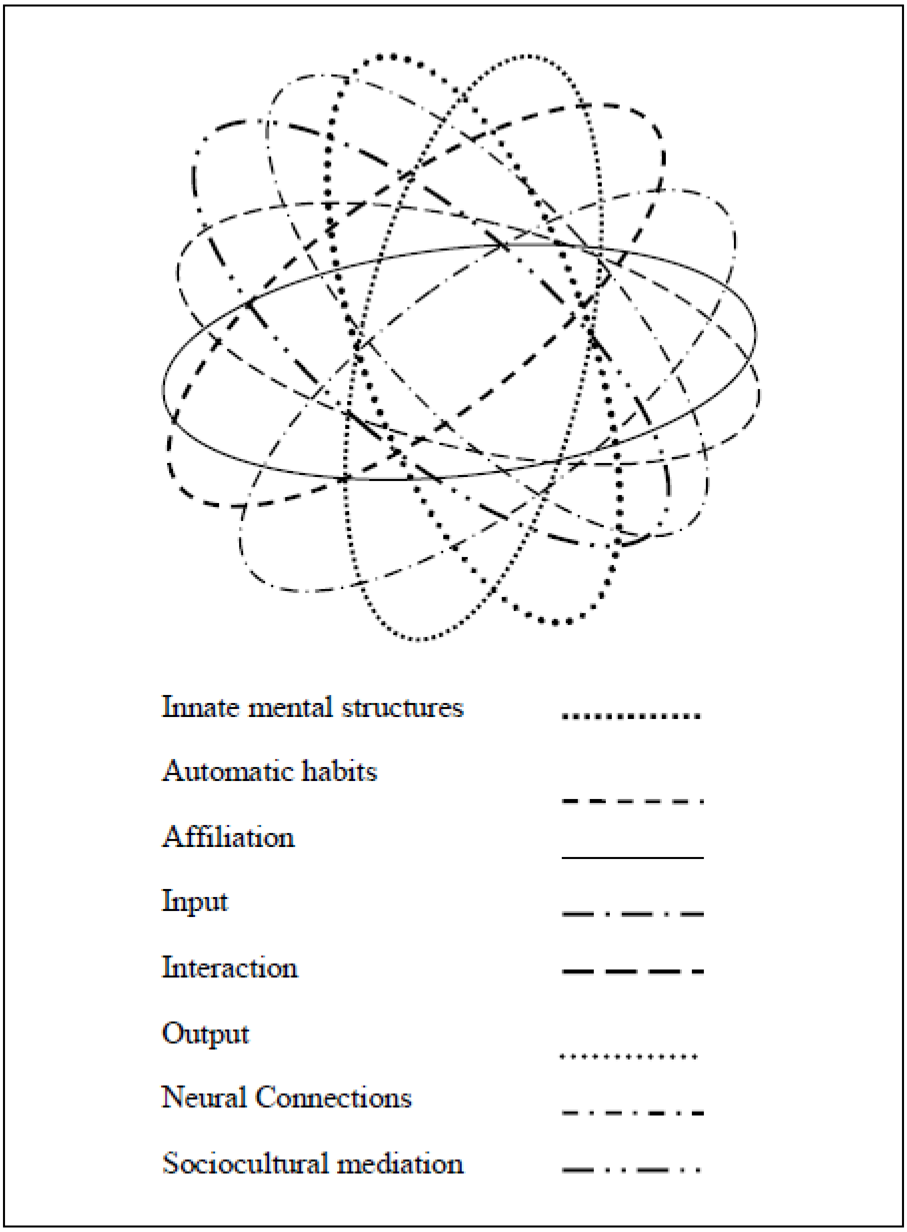

Innate mental structures
Automatic habits
Affiliation
Input
Interaction
Output
Neural Connections
Sociocultural mediation

Figure 3. Second Language Acquisition as a complex system. Reprinted from Menezes (2013)

On the other hand, Saville-Troike (2006) points out that “linguistic, psychological, and social perspectives on SLA all address the basic *what, how*, and *why* questions.” She reports some answers to these questions by integrating findings from three perspectives but giving greatest weight to linguistic contributions in answers to *what*, to psychological contributions in answers to *how*, and to social contributions in answers to *why*.

Regarding *what* exactly the L2 leaners come to know, she lists these points:

- A system of knowledge about a second language.
- Patterns of recurrent elements: vocabulary, morphology, phonology, syntax and discourse.
- How to encode particular concepts in the L2.
- Pragmatic competence, i.e. knowledge of how to interpret and convey meaning in contexts of social interaction.´
- Means for using the L2 in communicative activities: listening, speaking, reading and writing.
- How to select among multiple language systems.
- Communicative competence: all of the above, plus social and cultural knowledge required for appropriate use and interpretation of L2 forms.

Concerning *how* the learners acquire L2 knowledge, she mentions:

- Innate capacity.
- Application of prior knowledge.
- Processing of language input.
- Interaction.
- Restructuring of the L2 knowledge system.
- Mapping of relationships or associations between linguistic functions and forms.
- Automatization through frequency and practice.

Finally, in relation to *why* some learners are more successful than others, she answers:

- Social context: the status of L1 and L2.
- Social experience: quantity and quality of L2 input and interaction learners experience.
- Relationship of L1 and L2: Some L2 are easier for speakers of some L1 to acquire than others.
- Age: People believe that children are better L2 learners than older learners, but the evidence for this is equivocal.
- Aptitude: The learners' different capacity to learn an L2.

- Motivation.
- Instruction: This refers to the quality of instruction.

(pp. 174-178)

2.5.4. The Content and Language Integrated Learning (CLIL).

Marsh, D. (2002) points out that "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language" (p. 2).

He reports some key aspects of research and discussion regarding certain aspects of implementation:

Methods: "To achieve success, specific methodologies are developed, tested and implemented. Heinz Helfrich (cited by Marsh, 2002, p. 73) observes that *using a foreign language as a vehicular language requires methods, teaching styles and strategies which are neither in the traditional repertoires of foreign language teachers and not in the repertoires of non-language subject teaching* which further emphasises the innovativeness and distinct methodological qualities of types of CLIL."

Learners: Forms of CLIL suit a broad range of learners.

Age: There is no single optimal age to start CLIL. Early introduction to low exposure types is increasing. It is important to remark that any experience of early language learning be largely 'naturalistic'.

Exposure: Intensity and timing of exposure (qualitative) may be more important than accumulated time (quantitative).

Learner competencies: As different methodologies can be used, types of CLIL suit the differing abilities of learners. What it is important to remark is the added value of the approach for these learners in terms of enhancing knowledge and skill.

Teacher competencies: The following list summarizes some of the competencies that a CLIL teacher should have:

- Language/communication: Sufficient target language knowledge and pragmatic skill.
- Theory: Comprehension of the differences and similarities between the concepts of language learning and language acquisition.
- Methodology: Ability to identify linguistic difficulties, to exploit methodologies that provide opportunities for learner communication, to use communication/interaction methods that facilitate the understanding of meaning, to use strategies for correction and for modelling good language usage, to identify and use dual-focussed activities which simultaneously cater for language and subject aspects.
- Materials development: Ability to adapt and exploit materials and select complementary materials on a given topic from different media.
- Assessment: Ability to develop and implement evaluation and assessment tools which complement the CLIL type implemented

(Marsh, 2002, pp. 72-80)

Referring to this approach, the material implemented and evaluated on this project offers the learning of content which is focused on nursing and simultaneously offers the opportunity to learn a foreign language, i. e. English.

2.5.5. English for Medical Purposes (EMP)

Maglie, R. (2011) in her article “A Prescription for a New Course of EMP” declared:

> EMP for didactic purposes is in fact a practical discipline focused on helping students learn the linguistic peculiarities of EMP (from the lexis to the grammar of EMP, to certain discourse features of spoken and written texts and, finally, to the genres used within the EMP domain) which they should master in order to be considered competent members of the discourse communities they aspire to join. (p. 1)

In view of that, it is not necessary to become a physician to train medical learners. English professors with any level of experience can apply their teaching strategies acquired throughout their professional life in order to encourage learners to process, apply and critique any medical topic.

As well, the EMP approach provides adequate opportunities for reflective analysis individually, in pairs or in teams and fosters a positive learning environment allowing learners for open communication of relevant topics related to their career in the classroom.

2.5.6. The Learner-centered approach (LCA).

McCombs & Whisler (1997) specified five principles about the learned-centered model with a holistic and integrative view whose premises are the following:

The first premise is learners' distinctiveness and uniqueness which should be considered so as to make them responsible in the learning process. The second premise is Learners' uniqueness which is based on their emotional states of mind, learning rates and styles, stages of development, abilities, talents, feelings of efficacy as well as academic and nonacademic attributes and needs that depend on challenges and opportunities for their learning and self-development. Regarding the third premise, learning is a constructive process with relevant and meaningful topics so as to get learners connects what has been learned with prior knowledge and experience. The fourth one is related to the positive environment so as to make learners feel appreciated, acknowledged, respected and validated. Finally, the fifth one is associated with a natural approach even when negative thoughts and feeling do not interfere with this natural inclination.

As a result, McCombs & Whisler (1997) have repeatedly assumed "…learner-centered teaching is as much a way of being, a disposition, as it is doing one thing or another" (p. 100).

Therefore, the material designed is linked to this approach because it is focused on providing constructive feedback which is found at the end of each unit so as to get learners reflect on and know which learning task they worked well during the class and what skill they need to improve the most.

2.5.7. The inquiry-based learning (IBL).

Regarding the inquiry-based learning, Hattie, J. (2009) stated:

> … the art of developing challenging situations in which students are asked to observe and question phenomena; pose explanations of what they observe; devise and conduct experiments in which data are collected to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these.” (p. 208)

On the other hand, Friesen and Scott (2013) state that there are different strategies which help to maximize the effectiveness of the Inquiry-based learning such as scaffolding, formative assessment, powerful, critical and essential questions and throughline questioning. Garrison and Ehringhaus (2014) propose these instructional strategies that can be used formatively: criteria and goal setting, observations, questions strategies, self and peer assessment and student record keeping. Meanwhile, Taras (2009) adapted four strategies on her own style, and they are: questioning, feedback through marking, peer and self-assessment by students and the formative use of summative tests.

Finally, Brown (2000) discusses five alternative assessment options which are: self-and peer-assessment, journals, conferences, portfolios and cooperative test construction.

Referring to this approach, the material presented on this project helps develop learners’ ideas and draw their own conclusions in any learning task where the inquiring is present.

2.5.8. The critical thinking.

Snyder (2007) defines it as an informed decision-making, thinking about thinking and how to improve it, actively analyzing, synthesizing and evaluating the thinking process, a product of education, training and practice and mental hat and power.

He also says that critical thinking requires analytical questioning based on purposes, concepts and ideas, assumptions, points of view, information and inferences and conclusions. He thinks that teachers should encourage learners to ask questions and look for answers, apply what they learn to solve problems, listen to each other and debate ideas.

Finally, he declares that to teach critical thinking it is necessary: to create a culture of inquiry by supporting students’ thinking process, model critical thinking skills, actively questions students’ thinking and guide reflecting on the thinking process. Therefore, his reasoning is focused on the inquiring or effective questioning as part of the development of the critical thinking skills.

On the other hand, Furman (2015) asks: “what kind of questions should a teacher ask in the classroom?” in TEDx Rio de la Plata. Then she answers that teachers should ask questions to make learners think and not factual questions. She says that the factual questions are those that are answered with a piece of information, fact or definition whose answers can be copied from a book, regardless of whether the learner understood the information or will remember it tomorrow. She states that it is not wrong to ask factual questions, what is wrong is to use them constantly.

For that reason, she says that what teachers should use are questions to teach students to be curious, critical and to understand the world around them. Then she says that the question would no longer be a dead end, but the gateway to learning.

After analyzing the theorists’ views of inquiry-based approach and the critical thinking, it is very important to remark that all of them agree on the questioning strategy as part of the formative assessment in the classroom.

2.5.9. The effective questioning.

According to West Lothian Council Educational Psychology Service (2016) which has published on its website some useful leaflets from previous conferences to pupil-support workers, there is one whose information is related to the effective questioning. They say that it is a key tool in assessment for learning strategies and an important key aspect of the teaching and learning process.

In addition, they assure that the level of thinking one develops is determined by the type of questions one asks.

Therefore, they recommend planning questions to develop deeper learning in the classroom applying the hierarchy of types of learning according to the pyramid of Bloom's taxonomy illustrated in the following figure:

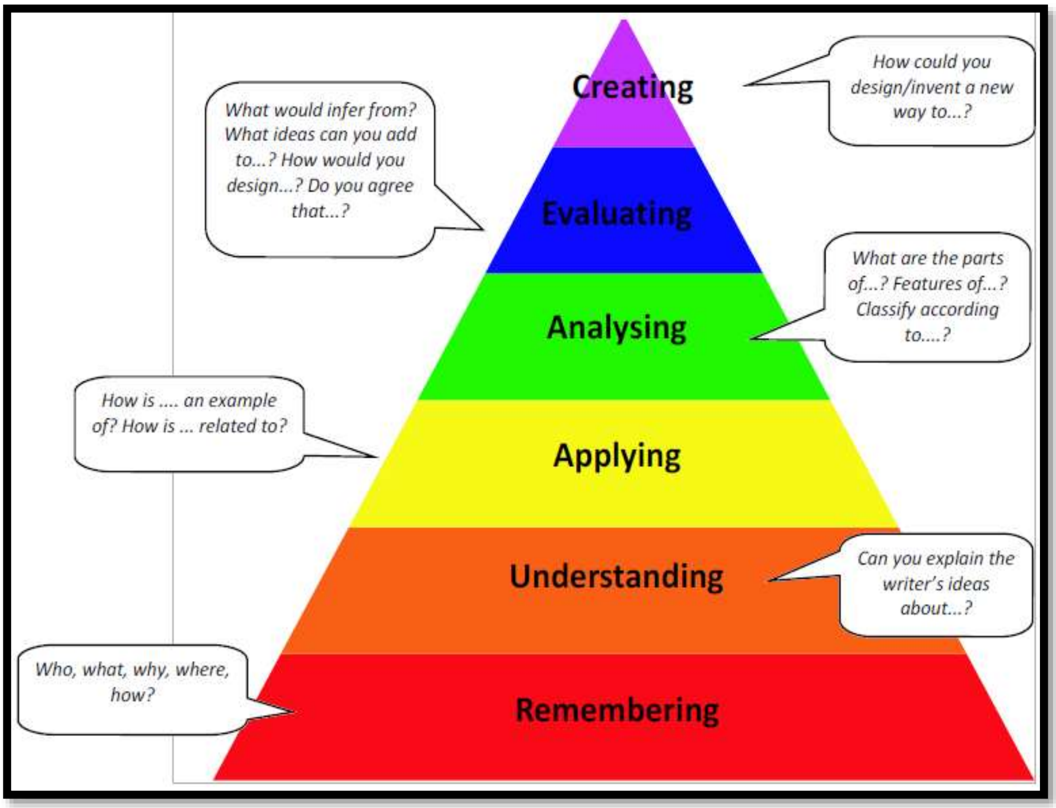

How could you design/invent a new way to...?
Creating
What would infer from? What ideas can you add to...? How would you design...? Do you agree that...?
Evaluating
What are the parts of...? Features of...? Classify according to....?
Analysing
How is .... an example of? How is ... related to?
Applying
Can you explain the writer's ideas about...?
Understanding
Who, what, why, where, how?
Remembering

Figure 4: Bloom's taxonomy. Reprinted from the West Lothian Council Educational Psychology Service website, 2016)

2.5.10. The critical thinking lesson plan.

According to Snyder (2007) the lesson is divided into three stages: anticipating, building knowledge and consolidating.

The anticipating stage lets teacher introduce the lesson in order to

- call up the knowledge students already have
- informally assess what they already know including misconceptions
- set purposes for learning
- focus attention on the topic and
- provide a context for understanding new ideas.

The building stage lets students

- perform activities of a lesson in a collaborative way in order to compare expectations with what is being learned
- revise expectations or raise new ones
- identify the main points
- monitor personal thinking
- make inferences about the material
- make personal connections to the lesson and
- question the lesson.

The consolidating stage lets students

- reflect about the lesson in order to summarize and interpret the main ideas
- share opinions and make personal responses
- test out the ideas (apply to assignment, project, etc.)
- assess learning and
- ask additional questions

2.5.11. The English language skills and sub-skills.

The material designed for nursing learners on this project is based on what some researchers explain regarding the types of skills and sub-skills for teaching English skills.

Tilbury (2014) defines **listening** as one of the four language macro-skill in the English language. He affirms that in real life there is no such thing as listening because people use different listening sub-skills in different situations. For instance, there are people who listen for gist to get a general idea of what is being said without needing to understand every word.

But sometimes there are people who listen because they are looking for specific information and these people ignore other details which they are not interested in. And there are other people who sometimes listen in detail and try to understand everything.

In addition, he also states that if teachers are going to practice this macro-skill in the classroom, they have to make sure to give their learners clear tasks before they listen and understand which listening sub-skills they are aiming to practise.

Regarding **reading**, Козак (2011) defines it as a skill which enables us to get a message. As well, he thinks that reading is a complex activity that involves both perceptions and thought. Then he specifies three main skills which are:

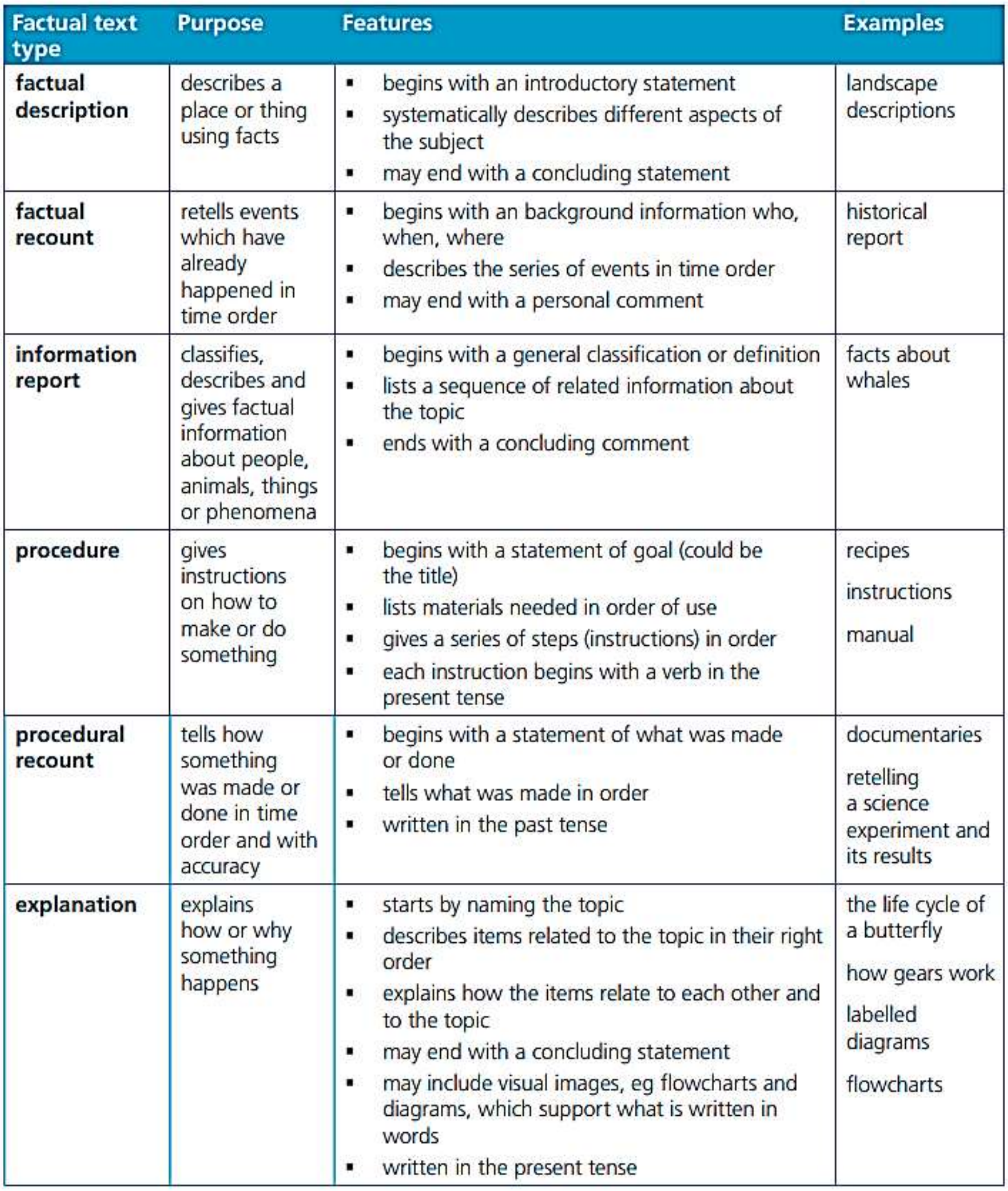
Skimming reading, whose reading is to confirm expectations; reading for communicative tasks. Another skill is the general reading or scanning whose reading is to extract specific information or for general understanding. And the other is close reading or searching reading whose reading is for complete understanding and for detailed comprehension such as information, function and discourse.

On the other hand, an info sheet owned by State of NSW through the Department of Education and Communities (2011) along with School A to Z provides different forms of **writing** which are often known as text types and they are:

Factual texts: They inform, instruct and persuade by giving facts and information. There are six types of factual text shown in the following table:

Table 1

Factual Text Types



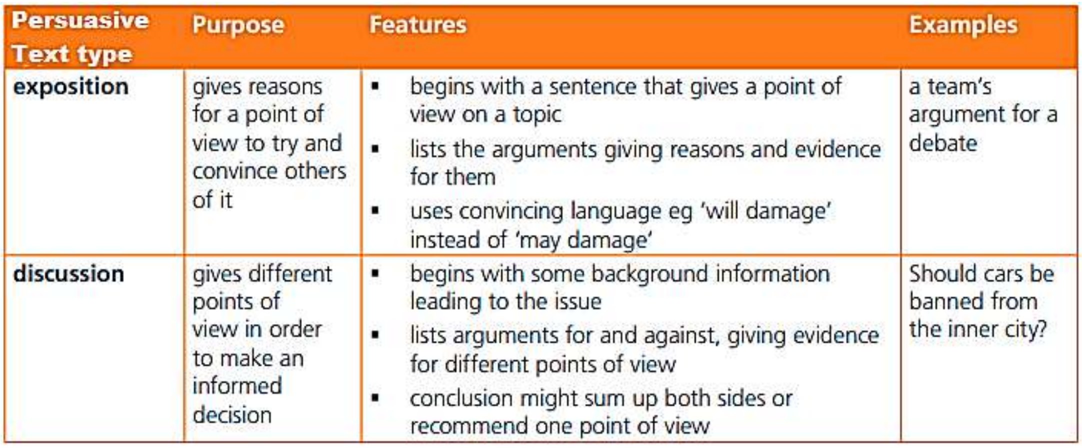
Factual text type	Purpose	Features	Examples
factual description	describes a place or thing using facts	▪ begins with an introductory statement ▪ systematically describes different aspects of the subject ▪ may end with a concluding statement	landscape descriptions
factual recount	retells events which have already happened in time order	▪ begins with an background information who, when, where ▪ describes the series of events in time order ▪ may end with a personal comment	historical report
information report	classifies, describes and gives factual information about people, animals, things or phenomena	▪ begins with a general classification or definition ▪ lists a sequence of related information about the topic ▪ ends with a concluding comment	facts about whales
procedure	gives instructions on how to make or do something	▪ begins with a statement of goal (could be the title) ▪ lists materials needed in order of use ▪ gives a series of steps (instructions) in order ▪ each instruction begins with a verb in the present tense	recipes instructions manual
procedural recount	tells how something was made or done in time order and with accuracy	▪ begins with a statement of what was made or done ▪ tells what was made in order ▪ written in the past tense	documentaries retelling a science experiment and its results
explanation	explains how or why something happens	▪ starts by naming the topic ▪ describes items related to the topic in their right order ▪ explains how the items relate to each other and to the topic ▪ may end with a concluding statement ▪ may include visual images, eg flowcharts and diagrams, which support what is written in words ▪ written in the present tense	the life cycle of a butterfly how gears work labelled diagrams flowcharts

Note: Reprinted from State of NSW through the Department of Education and Communities (2011)

Persuasive texts: They are factual texts that give a point of view and are used to influence or persuade others. There are two types of persuasive texts:

Table 2

Persuasive Text Types



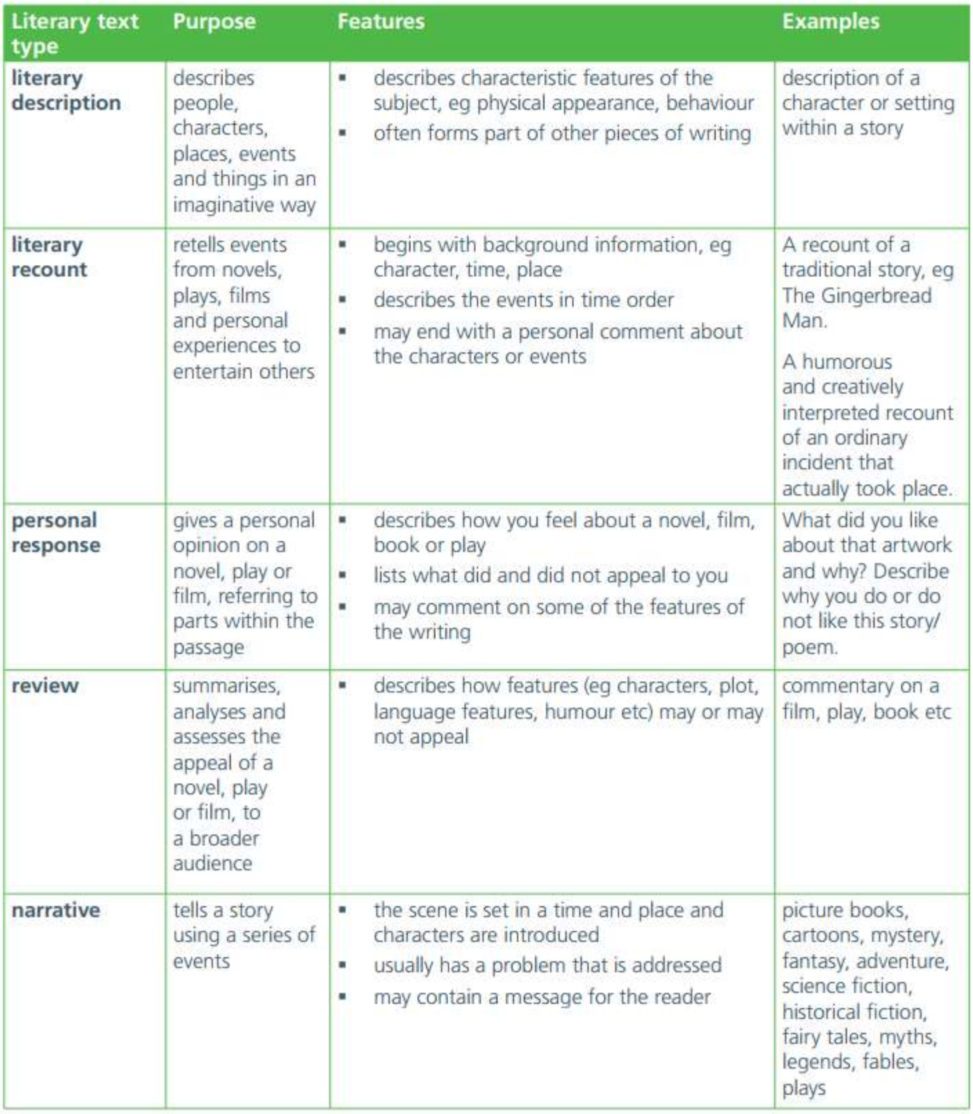
Persuasive Text type	Purpose	Features	Examples
exposition	gives reasons for a point of view to try and convince others of it	▪ begins with a sentence that gives a point of view on a topic ▪ lists the arguments giving reasons and evidence for them ▪ uses convincing language eg 'will damage' instead of 'may damage'	a team's argument for a debate
discussion	gives different points of view in order to make an informed decision	▪ begins with some background information leading to the issue ▪ lists arguments for and against, giving evidence for different points of view ▪ conclusion might sum up both sides or recommend one point of view	Should cars be banned from the inner city?

Note: Reprinted from State of NSW through the Department of Education and Communities, 2011

Literary texts: They entertain or elicit an emotional response by using language to create mental images. As follows five types of literary texts:

Table 3

Literary Text types



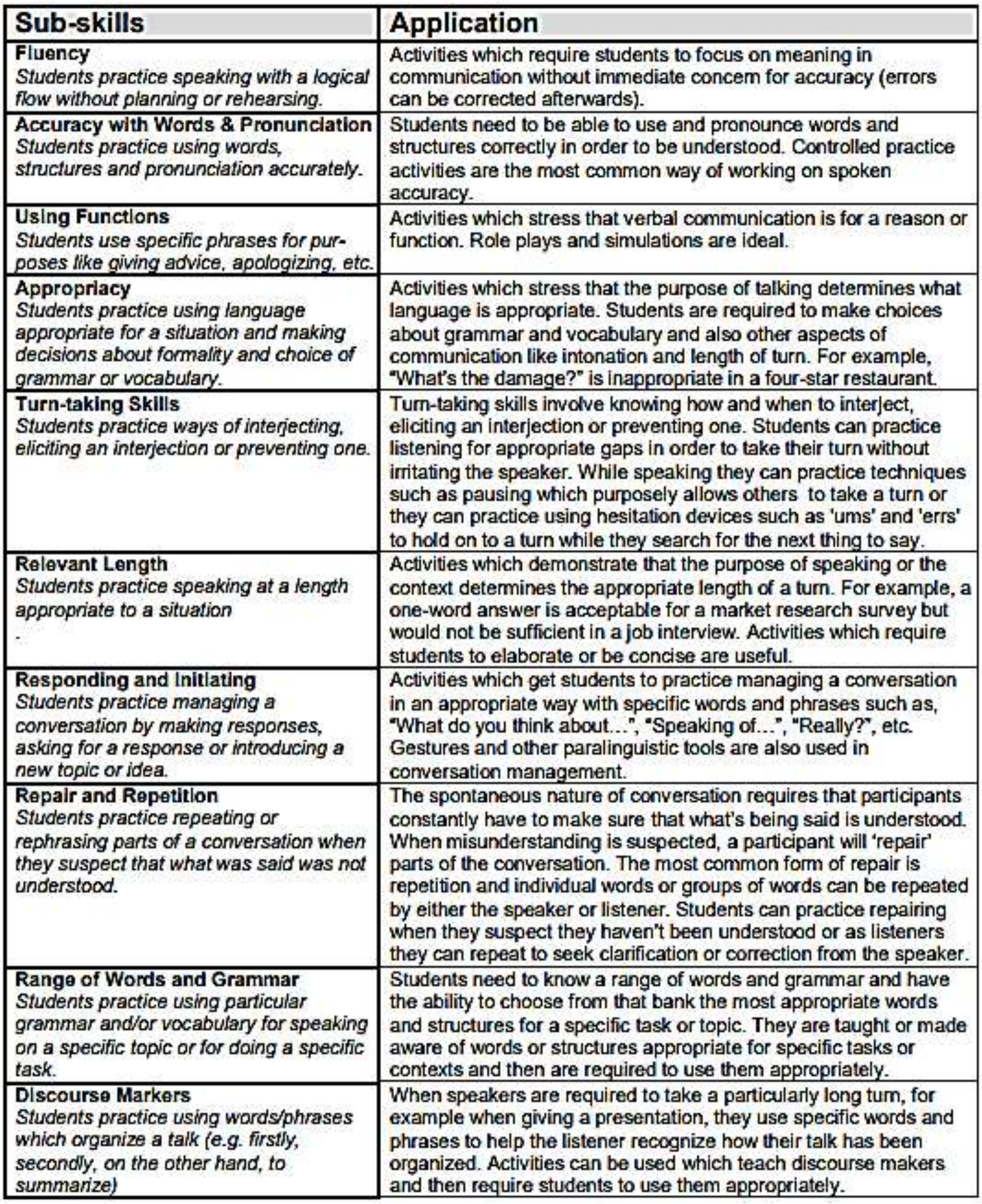
Literary text type	Purpose	Features	Examples
literary description	describes people, characters, places, events and things in an imaginative way	▪ describes characteristic features of the subject, eg physical appearance, behaviour ▪ often forms part of other pieces of writing	description of a character or setting within a story
literary recount	retells events from novels, plays, films and personal experiences to entertain others	▪ begins with background information, eg character, time, place ▪ describes the events in time order ▪ may end with a personal comment about the characters or events	A recount of a traditional story, eg The Gingerbread Man. A humorous and creatively interpreted recount of an ordinary incident that actually took place.
personal response	gives a personal opinion on a novel, play or film, referring to parts within the passage	▪ describes how you feel about a novel, film, book or play ▪ lists what did and did not appeal to you ▪ may comment on some of the features of the writing	What did you like about that artwork and why? Describe why you do or do not like this story/poem.
review	summarises, analyses and assesses the appeal of a novel, play or film, to a broader audience	▪ describes how features (eg characters, plot, language features, humour etc) may or may not appeal	commentary on a film, play, book etc
narrative	tells a story using a series of events	▪ the scene is set in a time and place and characters are introduced ▪ usually has a problem that is addressed ▪ may contain a message for the reader	picture books, cartoons, mystery, fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables, plays

Note: Reprinted from State of NSW through the Department of Education and Communities, 2011

Finally, Lackman (2010) in his work Teaching Speaking Sub-skills states that students should learn specific **speaking** skills which are known as sub-skills or micro-skills in the classroom. As follows, the speaking sub-skills according to this researcher:

Table 4

Speaking Sub-skills



Sub-skills	Application
Fluency *Students practice speaking with a logical flow without planning or rehearsing.*	Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).
Accuracy with Words & Pronunciation *Students practice using words, structures and pronunciation accurately.*	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
Using Functions *Students use specific phrases for purposes like giving advice, apologizing, etc.*	Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.
Appropriacy *Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.*	Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "What's the damage?" is inappropriate in a four-star restaurant.
Turn-taking Skills *Students practice ways of interjecting, eliciting an interjection or preventing one.*	Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length *Students practice speaking at a length appropriate to a situation* .	Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.
Responding and Initiating *Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.*	Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about…", "Speaking of…", "Really?", etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition *Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.*	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker.
Range of Words and Grammar *Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.*	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers *Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)*	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately.

Note: Reprinted from Lackman, 2010

2.6. The Syllabus

After having identified the learners' needs and defined the objectives of the course, a syllabus should be written.

Ur (1996) points out that a syllabus is a document which consists, essentially, of a list which specifies all the things that are to be taught in the course(s) for which the syllabus was designed. The actual components of the list may be either content items (words, structures, topics), or process ones (tasks, methods). The items are ordered and the syllabus generally has explicit objectives, usually declared at the beginning of the document. (p. 176)

According to Scrivener (2005) “a syllabus provides a long-term overview. It lists the contents of a course and puts the separate items in an order.” In this project a multi-syllabus syllabus is applied.

For Mickan (2013) a syllabus sets out the goals of a programme – the aims and objectives of a programme for a particular group of learners and might include learning outcomes as well (p. 45).

2.6.1. The multi-syllabus syllabus.

Harmer (2001) points out that instead of a program based exclusively on grammatical or lexical categories, for example, the multi-syllabus syllabus shows the combination of items from grammar, lexis, language functions, situations, topics, tasks, different language skill tasks or pronunciation issues.

Ramadhani & Ulfa (2017) state that the student’s necessity is the main goal to be taught so this syllabus is considered effective and appropriate for students whose ESP materials learnt is focused on their study field. They add that the multi-syllabus syllabus helps to reach the goal of the institution, which is to get their students to become skillful ones.

In addition, Belohuahem (2009) says, “one of the major requirements of a successful course book is to incorporate all basic items: Grammar, vocabulary, language functions, situations, topics, and pronunciation to enable the learners to achieve effective and confident communication” (p.116).

2.7. Material Designed for EFL Nursing Learners

Saragih (2014) explored the learning needs of 50 nursing students in Indonesia and designed ESP materials for nurses based on needs analysis. He found out that listening and speaking were the skills most needed for their jobs and the context was mostly for outpatient situations. The topics related to the nurses’ field that they needed and wanted the course to cover were educating the patients, telephone skills, giving advice, giving instructions, checking understanding, explaining drug interactions, and administering medication. (p. 68-69)

Pongsapan, Wello and Jabu (2016) from the State University of Makassar in South Sulawesi, Indonesia carried out a piece of research to develop instructional materials for nursing students at Toraja based on their language and learning needs. The findings show that the language needs for nursing are: for study purpose and looking for jobs; the situation is in hospitals where they use English to give advice, explain laboratory tests, and administer medication; the essential skills are listening, speaking and writing; pronunciation and vocabulary are also very important; nutrition and obesity are very relevant topics. Regarding their learning preferences, working in small groups, peer work, discussion and debating are their preferred activities.

Chapter 3

Methodology

3.1. Modality of the Inquiry

This inquiry was developed under the modality of experience with field experiments with the aim of evaluating the impact of an ESP material designed for nursing learners at Instituto Superior Tecnológico Bolivariano de Tecnología (ITB). In addition, it was focused on a mixed-method approach through the evaluation research and the qualitative approach which were chosen in order to assess the social interventions in the classroom implementing learning tasks of the material designed for the development of the communication and critical thinking skills in nursing learners.

3.2. Evaluation Research

Pawson (2006) says that “Evaluation research has been one of the great successes of modern applied social research. Not an initiative gets designed, not a programme gets implemented without the attachment of an evaluator to discover whether it ‘works’” (p. 8).

Under this reasoning, Thomas (2009) states that “Evaluation research is probably the most common kind of research done by professional researchers in education and the social sciences, being undertaken to assess how effective a program of activity has been. When done by professional researchers it is often carried out as a form of what is sometimes called ‘contract research’: a university researcher is contracted and paid to provide an independent assessment of some new initiative. A government department, for example, may pay a university research team to look at how effective the policy of employing greater numbers of teaching assistant has been”. (p. 122) Therefore, Thomas illustrates his reasoning in the following way:

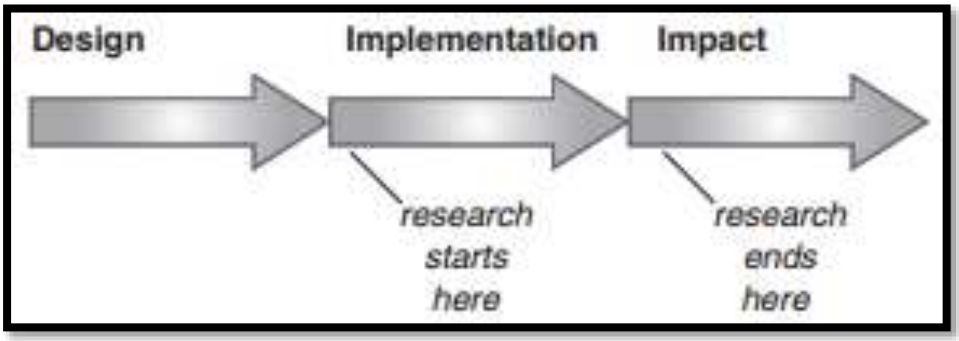


Figure 5: Evaluation research. Reprinted from Thomas, 2009

Finally, he says that only after the evaluation has been completed may the person contracting the evaluation decide to continue with the programme, modify it in some way or completely 'pull the plug' on the innovation – depending on the findings of the evaluation.

3.3. Qualitative Approach

Creswell (2014) said: "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4).

The qualitative methods used in this evaluation research were:

The Ethnographic design: in order to observe the patterns of social interactions of a group of nursing learners in the classroom.

The Narrative design: in order to describe in a particular way the experience lived during the implementation of a material design.

3.4. Population and Sample

The Instituto Superior Tecnológico Bolivariano de Tecnología ITB has 6,800 students in the present academic year. There are different academic programs, such as Nursing, Podology Gerontology, Accounting, Administration, Computing and Driving.

Regarding the Nursing Academic program, there are 3,722 learners. But, for this inquiry a group of 39 nursing learners EPD-97 were chosen to be the subject of the study. They agreed to participate in this inquiry signing an Informed consent (see Appendix B). They were observed during 30 minutes for five days whereas they worked with some tasks of the material designed.

3.4.1. The participants: Nursing learners (EPD-97)

Their ages were between 19 and 40. They are from different parts of the coast region and other provinces too, but most of them are from Guayaquil city.

The majority of them were of a low and middle socioeconomic status. At the moment, none of them are working in the medical field.   Most of them finished their high school studies and immediately started their higher education studies. For this reason, most of them were 19 years old. It is important to point out that when this research was done, these students were studying Module 3 of General English with the English teacher Carlos Torres whose module was the last the students have to take to comply with the requirement to graduate.

3.5. The Teaching of the English Language at ITB

Buckingham English Center (BEC) is the school of language in charge of teaching English to the students of the Instituto Superior Tecnológico Bolivariano de Tecnología (ITB) because ITB does not have English teachers enrolled. Therefore, there is an agreement between them in accordance with the Article 31 of the Regulation of Academic Regime: reformed by the Resolutions RPC-SO-45-No.535-2014 and RPC-SE-03-No.004-2016 of the *Consejo de Educacion Superior (CES),* which stipulates that the subjects intended to the learning of the foreign language can or cannot be part of the academic program curriculum. In any case, the higher education institutions should plan this learning in a gradual and progressive formation. However, the institutions will guarantee the language proficiency level to meet the graduation requirement of higher technical, higher technological and equivalents, and third level degrees. In the academic programs of higher technical level, higher technological or equivalent courses it will be understood that proficiency in the foreign language corresponds to B1.1 and B1.2 levels of the Common European Framework of Reference for Languages.   The higher education institutions can have agreements with other higher education institutions or institutions that although are not part of the higher education system, provide programs or language courses as long as they issue proficiency certificates by taking exams with international recognition.

Therefore, it is assumed that all ITB learners get a B1 level according to the Common European Framework of Reference for Languages (equivalent to the Preliminary English Test (PET) of the Cambridge English exams) during their academic program.

The BEC has an educational program called "Learn as you go," which involves the Direct Method / Reasoning, that guarantees that in record time the students can master English without pressure, in a practical and experiential way. In the textbooks they use, 60% is based on factual questioning and 40%, on vocabulary and grammar. They have six books for A1, A2, B1, B2, C1 and C2 levels, which have 36 lessons each. The A1 textbook is used to teach General English to ITB nursing learners and is divided into three modules which they study before finishing their academic program. Below it is shown the contents by modules:

Table 5

BEC A1 Textbook Contents

MODULE 1	**MODULE 2**	**MODULE 3**
The Alphabet Cardinal Numbers Ordinal Numbers Articles Plural Nouns Colours Prepositions (before, after, on, under, behind) Wh-questions (What, Where, Which) Imperative This, That, these, Those Object pronouns Possessive adjectives Neither… nor Can-cannot Present Progressive Have got There is-are Present simple	Both Nationalities Adjectives Have got Indefinite pronouns Comparative Superlative The same as Different from Possessive nouns The British hour The family Possessive nouns	Comparative Superlative Countable nouns Uncountable nouns Whose Quantity expressions

Note: From Buckingham A1 Breakthrough English, 6th ed., by Josué Bonilla Tenesaca, 2018. Guayaquil: El Bolígrafo.

BEC also provides nursing learners a virtual platform called eva.buckcenter.edu.ec as autonomous work in order to practice similar exercises done in the General English textbooks at home. On the other hand, there is another textbook provided to the nursing learners, which is focused on medical vocabulary and reading texts only.

Regarding the place where the nursing students receive their classes, it depends on the ITB authorities either at ITB (in Atarazana, on Pedro Menendez Gilbert Avenue) or in BEC classrooms, on the fifth floor on Padre Solano and Boyaca Streets. However, no matter where classes are, their classrooms are well-equipped with projector, computers and speakers. These resources are as good for learners as for teachers who can use different methodologies according to their learners' needs. There are also air conditioners which let nursing learners feel comfortable.

Finally, the number of periods for nursing learners in English modules either weekdays or weekends is the following: face-to-face periods 40, autonomous work 20, and total of learning periods 60 each module. Also it is important to point out that these learners only take three modules of General English during their study program which is equivalent to an A1 level according to the CEFR.

3.6. Instruments for the Data Collection

The following instruments were used to collect the data:

Observation data. Mackay and Gass (2005) state that "observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classrooms. Additionally, observations can allow the study of a behaviour at close range with many important contextual variables present." (p. 186-187)

Therefore, to collect information about the development of the classes where the material was used, the following instruments were used: teaching observation form (see Appendix C) and teacher diary form (see Appendix D).

Surveys. There were two kinds of survey data addressed to nursing learners. The first data collection was at the beginning of the training process in order to gather information in a general way about needs, lacks and wants of nursing learners in connection with English for Specific Purposes. A questionnaire with 12 close-ended and open-ended questions in Spanish was used (see Appendix E). The second data collection was at the end of the training process in order to gather information related to learners' expectations and views of the ESP material implemented in the classroom. A questionnaire with ten close-ended questions was used (see Appendix F).

Interviews. The English Coordinator at Buckingham English Center and the observing teacher were interviewed. Two questionnaires with open and close-ended questions were used (see Appendix G).

Other kinds of data collection sources. Several sources which helped collect information to enrich the literature review and other chapters in this paper were used. They were: ProQuest, Eric, Questia etc., e-books and books.

3.7. Outline of the Training Process

Derrick and Ecclestone (2008) point out:

> Formative and diagnostic data and insights can come from a range of activities normally associated with 'teaching' such as classroom questioning and feedback, group work and peer assessment on a piece of previously-assessed work, from summative assessment outcomes and from draft or interim assessments. (p. 12)

Consequently, the training process was carried out in a classroom at ITB in Atarazana, on Pedro Menendez Gilbert Avenue for five days. Regarding tasks, they were implemented for 30 minutes from 7:30 to 08:00 am for three days. As follows, a brief explanation of this process:

First day: January 25th, 2018: Nursing learners took a placement test over 70 points related to Grammar, Vocabulary, Reading and Writing tasks (see Appendix H) and signed an informed consent sheet (see Appendix B) at the same time.

Second day: January 26th, 2018: They practiced the listening skill using the task of Unit 1 (see Appendix I).

Third day: January 29th, 2018: They practiced the reading skill and vocabulary using the tasks of Unit 5 (see Appendix J).

Fourth day: January 30th, 2018: They practiced the writing skill using a graphic organizer (see Appendix K) and the task of Unit 1 (see Appendix L).

Fifth day: January 31st, 2018: They answered a survey questionnaire and then solved a crossword related to synonyms of Unit 3 (see Appendix M). This activity was a game only. In addition, it was not observed by Professor Carlos Torres because he was busy reviewing textbooks of his learners. However, he was kind in answering questions for an interview.

Chapter 4

Analysis of Results

This chapter describes and discusses the results of the data obtained from the instruments that were used to find out the nursing students' needs, the impact and outcome of the material designed for EFL nursing students in their communicative performance.

4.1. Needs Analysis of nursing learners of ITB

The following needs analysis is based on a survey conducted in Spanish (see appendix E) before the training process in order to know clearly the needs, wants and lacks of the group of nursing learners assigned by the authorities of ITB. The learners' views were interpreted in the following way. At the present time, nursing learners take English modules which are considered compulsory because if they do not finish them on time, they will not graduate. However, students think that it is necessary to study this language in order to work in foreign English-speaking countries. In addition, some of them would like to learn this language by means of oral practice and activities related to their profession. Others think that there is no time to study English or enough money to afford it.

Regarding the English knowledge, some of them would like to learn English in order to understand medications or pieces of research in English. Even more, there are nursing learners who want to improve their English awareness after graduating.

On the other hand, nursing learners are between 19 to 40 years old. The English language awareness of some nursing learners before taking the modules is the product of high school experience even if they had studied in private institutions. But most of them come from public institutions who think they have not learned too much. Also, there are nursing learners not only from Guayaquil but from other provinces or cities who travel every day or every weekend.

Regarding their learning of English during their study period at ITB they think that all the language skills are very important to practice, but during the training some teachers have focused on speaking the most. The teachers speak very fast in the class and nursing learners sometimes get confused or do not understand them. Therefore, they would like to watch videos, pictures and practice English daily, not only speaking but also the other language skills.

After considering all the previous aspects, the following table of needs analysis was set up:

Table 6

Needs Analysis of Nursing Students of ITB

Necessities	**Lacks**	**Wants**
• Activate students' learning through warm-up activities.	• English learning strategies.	• Motivation in the classroom to study ESP.
• Build students' English language awareness in a specific way.	• Grammar structure in context and focused on ESP.	• A lot of ESP activities in the classroom.
• Practice both technical and nontechnical vocabulary.	• Awareness of English for medical studies.	• Productive and receptive skills practice at the same time in the classroom.
• Integrate the English language skills in the classroom.	• ESP tasks to practice in the classroom.	• Critical thinking through questioning.
• Promote the critical thinking through relevant topics for nursing learners.	• The critical questioning like formative assessment in the classroom.	• ESP teaching and learning strategies in the classroom.

Note: Prepared by the author, 2018

4.2. Placement Test

The placement test given to nursing learners was retrieved from Solutions textbook, second edition, published by Oxford University Press (see Appendix H).

This test contains 50 multiple choice questions which assess students' knowledge of key grammar and vocabulary from elementary to intermediate levels, a reading text with 10 graded comprehension questions, and a writing task that assesses students' ability to produce the language. After the examination, the test showed the following results: 72% of learners are Elementary, 12% are Pre-Intermediate and 16% are Intermediate.

Table 7

Results of the Placement Test

	Elementary Learners	**Pre-Intermediate Learners**	**Intermediate Learners**	**Number of Learners**
Grammar & Vocabulary	24	4	11	39
Reading	22	9	8	39
Writing	38	1	0	39
%	72	12	16	100

Note: Prepared by the author, 2018

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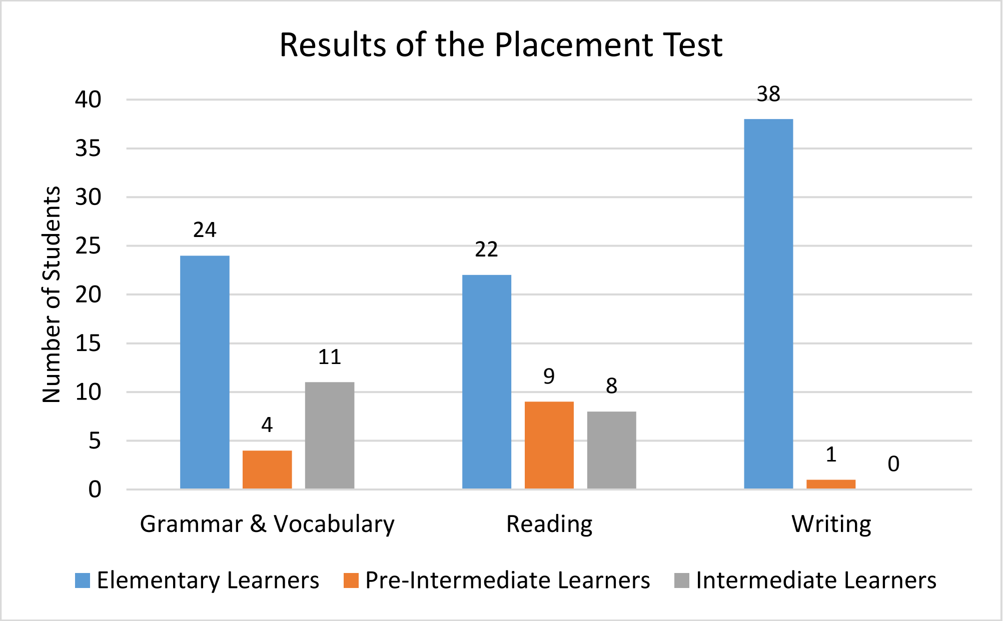


Figure 6. Results of the Placement Test. Prepared by the author, 2018.

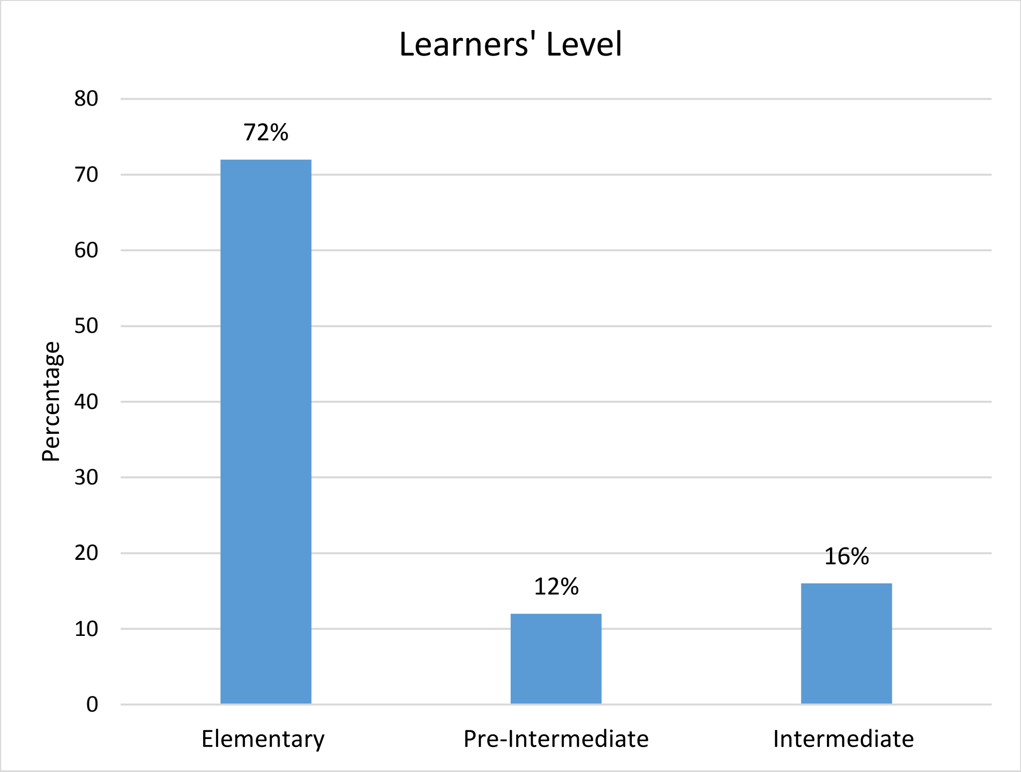


Figure 7. Learners' level. Prepared by the author, 2018

4.3. Teaching Observation

Mr. Carlos Torres, the professor, observed the teaching process in the classroom for three days using forms designed to record events or details observed during the training process (see Appendix C). As follow, there is an interpretation of the feedback given by the observing teacher described per day.

Table 8

Teaching Observation

No.	Components	Day 2: Observation 1					Day 3: Observation 2					Day 4: Observation 3				
		Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Strongly agree	Agree	Neither agree	Disagree	Strongly disagree	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1	**TEACHING**															
A	Clear and specific learning outcomes		√					√					√			
B	Use of appropriate teaching techniques		√					√					√			
C	Development of situations for meaningful communication		√					√					√			
D	Learners actively involved in class		√					√				√				
2	**CLASS MANAGEMENT**															
A	Appropriate grouping		√					√					√			
B	Use of equipment		√					√					√			
C	Pace and time management		√					√					√			
D	Ability to deal with problems		√					√					√			
3	**SELF-MANAGEMENT**															
A	Friendly and respectful to students	√					√					√				
B	Appropriate use of body language		√					√					√			
4	**LANGUAGE USE**															
A	According to student's level				√				√				√			
B	Tone and volume of voice		√					√					√			

Note: Prepared by the author, 2018

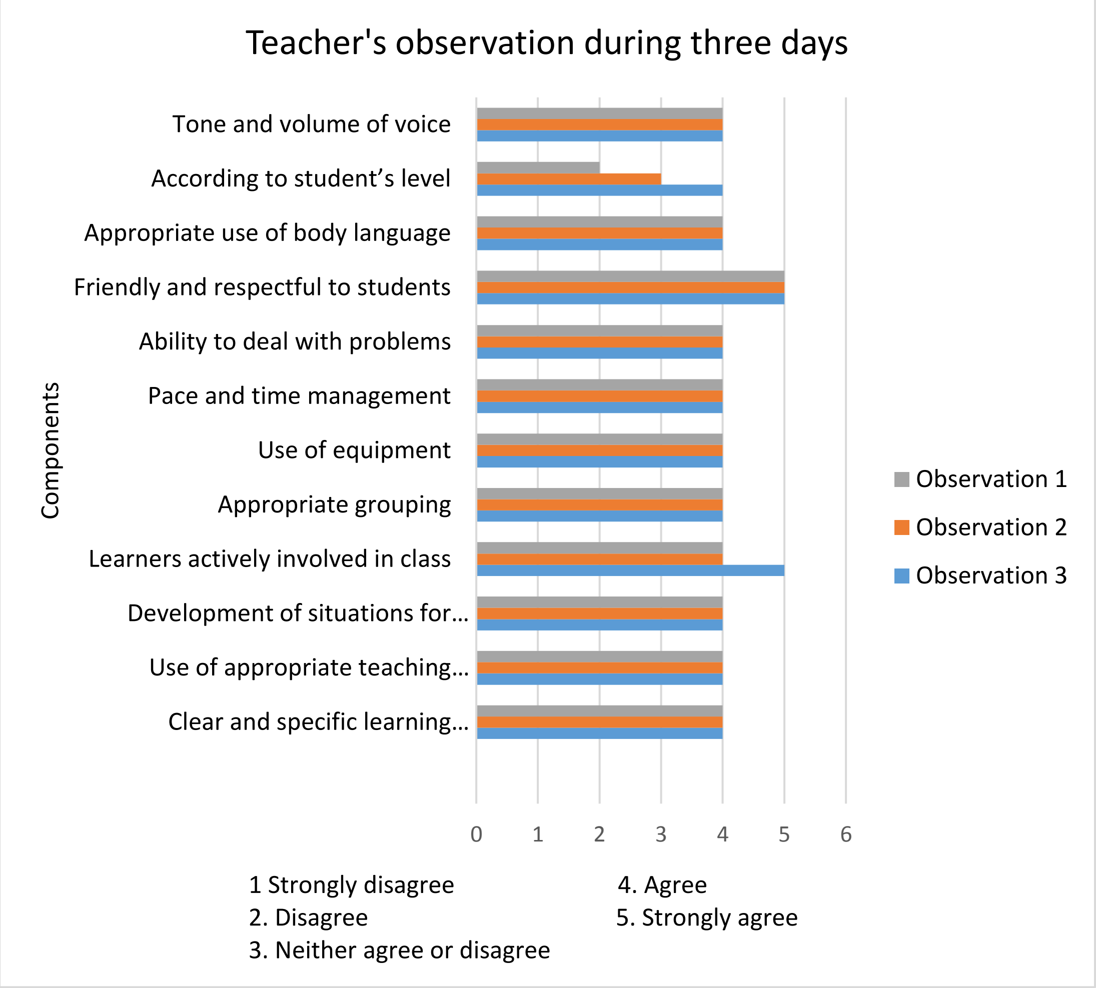


Figure 8. Teaching observation. Prepared by the author, 2018

The Table 6 and the Figure 6 show that the observing teacher agrees with all the components of teaching and class management, but in the third lesson he strongly agrees with the active learners' involvement in class. Regarding self-management he strongly agrees with the fact that the teacher is friendly and respectful to students and agree with the appropriate use of body language. Concerning the language use, in the first lesson he disagrees with the language because it is not according to the students' level, but it improves gradually and in the third lesson he agrees with it. He also agrees with the tone and volume of the teacher's voice.

The observer's opinions and recommendations are the following:

Day 2: Observation 1: January 26th, 2018:

- **Observation focus:** The didactic material was according to the students' study field but not to their level.
- **Description:** Teacher made students work for better understanding.
- **Learners:** Miming helped catch students' attention.
- **Discussion points:** The listening part took too much time. Audios must be played only twice.
- **Learning points:** The teacher used Open Questions during the class.

Day 3: Observation 2: January 29th, 2018:

- **Observation focus:** Writing activity was too advanced.
- **Description:** Teacher made students work in group for producing a better composition.
- **Learners:** Students took notes and paid attention during the teacher's explanation.
- **Discussion points:** The academic writing not suitable for the students' level.
- **Learning points:** The use of a graphic organizer before writing a composition.

Day 4: Observation 3: January 30th, 2018:

- **Observation focus:** The teacher must introduce the vocabulary with images.
- **Description:** Students were encouraged to participate.
- **Learners:** Few students participated during the lesson. Nevertheless, all of them enjoyed it.
- **Discussion points:** Reading activity was according to students' level.
- **Learning points:** New medical terms

4.4. Teacher diary

After the training process, Teacher Diary Forms were used to record events or details observed when learners used the ESP material designed for nursing students (see Appendix D). As follows there is an explanation of the language skills and activities worked in the classroom per day and then an analysis and interpretation of those skills worked on those days:

Day 2: January 26th, 2018.

Learners were given a photocopy of the Unit 1 of the ESP material designed for nursing students. The class session began with a warm-up activity where learners answered in pairs the questions:

- How is the Nursing Academic Program in your college? and
- What are the positive and negative aspects of the Academic Program?

Most learners answered the questions completing a table which helped do brainstorming. Then, their answers were displayed with the aid of a projector and the Word program. The next activity was focused on practicing listening skill. Before listening to the recording, learners were asked to take notes. The recording was played twice but they requested to listen one more time in order to be sure about their answers. After that, learners checked their answers with the research professor. The last activity was done in order to encourage learners to express their opinions. So they had to answer individually the question *Why did I take the decision to become a nurse?* They listened to a recording and after taking notes, they used their notes as an aid to speak. When they finished answering the question, they were asked their opinions at random from the list. After that, the class session was over.

Learning Threats

Speaking: Students took time to answer the warm-up questions because of vocabulary shortage.

Listening: Students asked to play the recording more than twice.

Analysis and Interpretation

- What worked well for the students?

  Students' pair work was well done because this learning strategy is very useful when 72% of learners have an elementary level of proficiency so they can share ideas and then construct new ones.

- What didn't work well?

  The recording was not so clear and was too fast.

- How do you know it?

  Some learners requested to listen to the recording a fourth time, but it was not possible due to the time assigned which was 30 minutes only.

- What would you change?

  I would shorten the recording or record it slower.

Day 3: January 29th, 2018.

Learners were given a photocopy of the Unit 1 of the ESP material designed for nursing students. The class session began with an explanation of the parts of a factual recount text where the research professor used a projector and the Word program. Then, learners received a graphic organizer where they wrote their ideas individually. After that, they worked in groups using their ideas to write a statement of about one or two paragraphs about the following question:

- How do the Ecuadorian students enroll to study the Nursing Profession?

  Before finishing the class session, only a group could read its statement.

Learning Threats

Writing: It was confusing for a few groups to use a graphic organizer because they had not used this kind of pre-writing tool before. But for the rest it was an aid for ordering their ideas about the statement related to the question written on the photocopy given.

Analysis and Interpretation

- What worked well for the students?

  First, learners worked individually on their graphic organizers and then worked in group in a collaborative way due to their proficiency level.

- What didn’t work well?

  The time did not work well because for a writing session it is necessary more than 30 minutes to be able to check the statement of each group.

- How do you know it?

  Because only one group could read its statement

- What would you change?
  I would add a list of common English phrases related to the question.

Day 4: January 30th, 2018.

Learners were given a photocopy of the Unit 5 of the ESP material. The class session began with a reading comprehension of a scenario. Then, learners asked the research professor the meaning of some words or phrases which were displayed using a projector and the Word program. After that, learners completed a patient record using the scenario information. Next, learners were called at random from the list to complete the patient record on the board. Finally, they completed a reading record form in order to know students' comprehension of the scenario.

Learning threats

Reading: The misunderstanding of some technical vocabulary while they were reading the scenario and the lack of reading strategies as inference to be able to make a summary of the most relevant information of the scenario.

Analysis and Interpretation

- What worked well for the students?
  Learners follow the reading in silence when their partners read the scenario line by line.

- What didn't work well?
  The reading record form.

- How do you know it?
  Because 26% of learners did not complete it.

- What would you change?
  The items of the reading record form which were not appropriate to the learners' level of proficiency.

4.5. Survey for Nursing Learners

After the teaching process, a survey was given to the learners to know how their experience when using the material was (see Appendix F). Once the data collection process was finished, the results were interpreted in the following way:

- ✓ 54% of nursing learners answered that to a very great extent they did enjoy learning English with the material designed for them during the classroom research.
- ✓ 41% of nursing learners answered that to a great extent it was easy to work on the learning tasks after the teacher's explanation.
- ✓ 33% of nursing learners answered that to a great extent the topics in the units were appropriate for their learning.
- ✓ 54% of nursing learners think that to a very great extent learning English is much better when there are topics relevant to the Nursing Academic Program
- ✓ 44% of nursing learners answered that to a very great extent the critical thinking was involved in the learning activities.
- ✓ 62% of nursing learners answered that to a very great extent the professor did use questions for thinking.
- ✓ 38% of nursing learners answered that to a very great extent the language skills were integrated in the learning tasks.
- ✓ 67% of nursing learners answered that to a very great extent the learning tasks were constructive.
- ✓ 51% of nursing learners answered that to a very great extent they did practice all the language skills in the classroom.
- ✓ 69% of nursing learners answered that to a very great extent the collaborative skills were involved in the activities done in the classroom.

Analysis

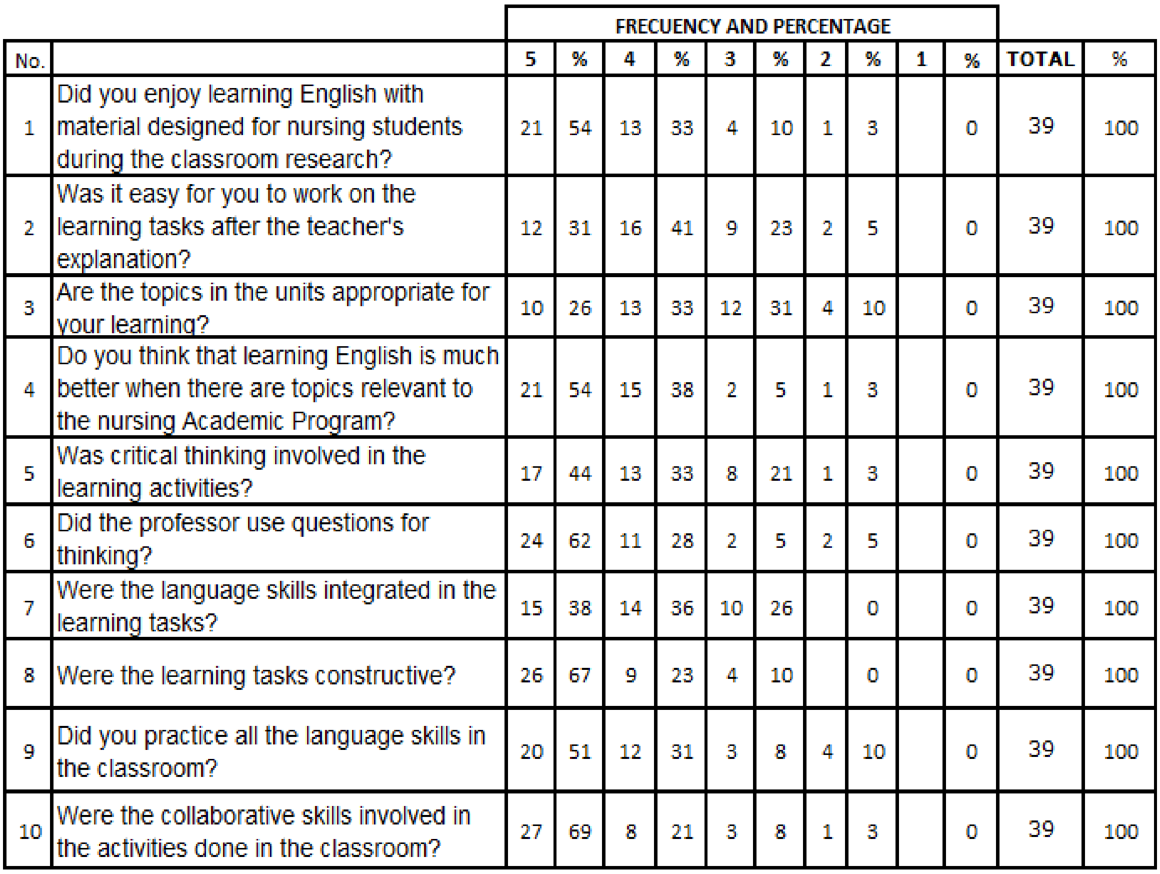
The results indicate that most of nursing learners assigned for the training sessions answered “to a very great extent” to questions 1, 4, 5, 6, 7, 8, 9, and 10, but questions 5 and 7 did not reach 50%. Regarding questions 2 and 3, they were answered “to a great extent” whose percentage was 50%.

Meanwhile, between the answers “to some extent” and “to a small extent”, there is a relevant percentage in questions 3 and 7 because if we add 31% plus 10% in question 3, we will get 41% which means that this percentage of nursing learners thinks that the topics presented in the units are not appropriate for their learning. The same happens in question 7 where 26% of nursing learners think that the language skills were not integrated in the learning tasks.

Regarding the percentage obtained in question 3, if they consider that the topics presented in the units are not appropriate for their learning, it could be due to their low level of proficiency. On the other hand, it is important to recognize that 26% of nursing learners were right when they said that the language skills were not integrated in the learning tasks because the observing teacher authorized 30 minutes per day only due to the necessity of covering the teaching program. Therefore, the research professor had to work a language skill per day. Finally, it is worth to emphasize that each unit of the ESP material for nursing learners has been designed to be taught in three hours.

Table 9

Results of the Survey for Nursing Learners



		FRECUENCY AND PERCENTAGE											
No.		5	%	4	%	3	%	2	%	1	%	TOTAL	%
1	Did you enjoy learning English with material designed for nursing students during the classroom research?	21	54	13	33	4	10	1	3		0	39	100
2	Was it easy for you to work on the learning tasks after the teacher's explanation?	12	31	16	41	9	23	2	5		0	39	100
3	Are the topics in the units appropriate for your learning?	10	26	13	33	12	31	4	10		0	39	100
4	Do you think that learning English is much better when there are topics relevant to the nursing Academic Program?	21	54	15	38	2	5	1	3		0	39	100
5	Was critical thinking involved in the learning activities?	17	44	13	33	8	21	1	3		0	39	100
6	Did the professor use questions for thinking?	24	62	11	28	2	5	2	5		0	39	100
7	Were the language skills integrated in the learning tasks?	15	38	14	36	10	26		0		0	39	100
8	Were the learning tasks constructive?	26	67	9	23	4	10		0		0	39	100
9	Did you practice all the language skills in the classroom?	20	51	12	31	3	8	4	10		0	39	100
10	Were the collaborative skills involved in the activities done in the classroom?	27	69	8	21	3	8	1	3		0	39	100

Note: Prepared by the author, 2018

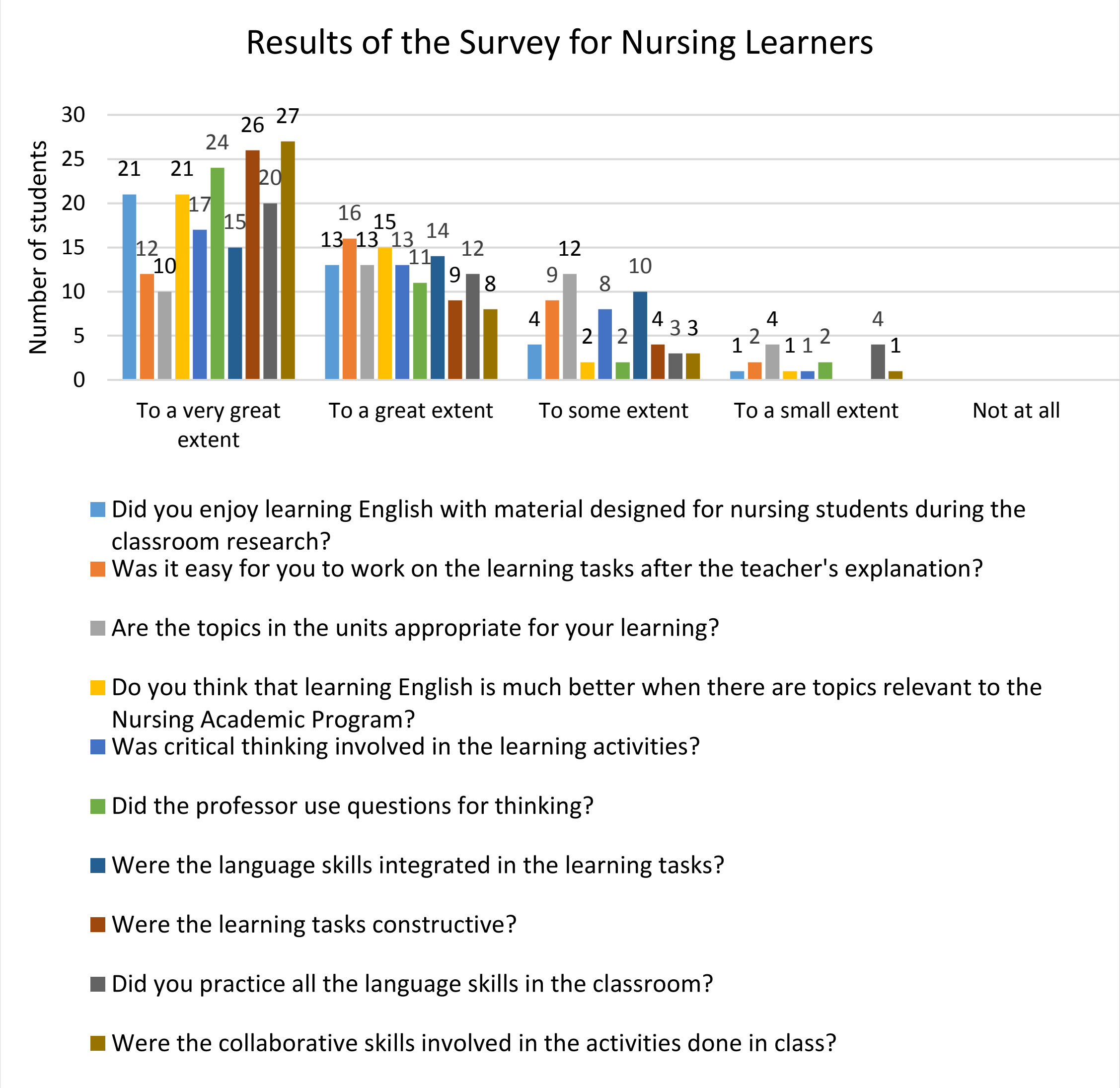


Figure 9: Results of the survey for nursing learners. Prepared by the author, 2018.

4.6. Interview to People Involved in the English Learning Program to Nursing Learners at ITB

There were two interviews only. The first interview was done to Mr. Carlos Torres, observing teacher, and the second to Mr. Josué Bonilla, General Manager of the Buckingham English Center.

These were the answers given by Mr. Torres, observing teacher:

1. What is your opinion about the classes given these days to your nursing learners?

"The classes were pretty good but I consider that more activities according to my students' level should be introduced because these students are A1. The material is too advanced for these students because they are starters. Nevertheless the activities were adapted to their level during the training process.”

2. What is the difference between the material designed for nursing learners and the material used to teach English at the moment?

“The big difference between them is that the material designed for nursing learners teaches English for Specific Purposes and students should have a good higher level to use it. In my opinion it is preferable to use this material with A2 or B1 nursing learners. However, they were encouraged and tried to do the activities due to the relation with their profession.”

3. What is your recommendation to improve the material designed for nursing learners?

“It would be better to plan and focus on the activity time because these activities could be done in two or three minutes.”

These were the answers given by Mr. Bonilla, General Manager of the Buckingham English Center:

1. What is your opinion about the material designed for nursing students used during the three-day teaching sessions?

“It is innovative and great for nursing students who need to know more about English for Nursing.”

2. Is there any material or textbook at Buckingham English Center for nursing students? If so, tell me the differences between your material and the material used during the three-day teaching sessions?

“There is actually one which we use in order to have some sort of references for the nursing students. But at the same time I think that the difference between our book and the material you used lies more in vocabulary. We actually try to focus more on new vocabulary for our students whereas yours focusses on procedures and more like a handbook for first aid which it is important. So, that’s very good.”

3. What do you think about teaching English for Specific Purposes in the

Nursing Academic Program where students can be critical and communicative?

"Well, English for Specific Purposes is essential in any academic program and in terms of nursing I think it is even more because health is something that we cannot take for granted. For instance, when someone needs a primary attention, then it is obvious that we need to have some sort of means of communication and in that way English for nurses is something that we need in Ecuador because there are tourists who go to hospitals or go to doctors and they cannot communicate what they need or what they feel."

4. Do you consider that the material currently used for the teaching-learning process is a great help for nursing students?

"Yeah, our book is more focused on vocabulary like primary attention, ambulatory in terms of procedures such as concussion which are very helpful for nursing learners."

5. Does the material currently used for the Nursing Academic Program have activities which help students develop the critical thinking skill?

"Our material is focused on grammar and vocabulary for nurses but in terms of critical thinking skills we really need to have more options."

Chapter 5

Conclusions and Recommendations

5.1. Conclusions

After doing the analysis and interpretation of results in the previous chapter through methods and instruments used in this inquiry, it could be concluded that:

1. The nursing students' necessities, lacks and wants are: to learn English related to their academic program, with contents focused on their proficiency level and with topics which encourage them to ask and answer critical questions.

2. The designed material had a significant impact on the group assigned of nursing learners at Instituto Superior Tecnológico Bolivariano de Tecnología ITB according to the survey results and feedback given by the teacher who observed the three class sessions and also mentioned it in one of the teaching observation forms about the apparent positive response.

3. The real proficiency level of most of the students of the group assigned to this study was Elementary, in a 72%, which according to the CEFR is the A2.1 level. However, despite being in module 3, the textbook used at the BEC corresponds to A1.2, which is a lower level. This means that they are not complying with the Article 30 of the Regulation of the Academic Regime: RPC-SE-13 No.051-2013 of the Consejo de Educación Superior (CES) which points out that the higher technical or technological institutes should guarantee that their students reach a B1.1 or B1.2 level of competence before graduating.

4. The characteristics found in the communicative performance among nursing learners at ITB were firstly their basic awareness of English observed during the training process, and secondly the use of questions for thinking which they were not accustomed to using in English classes. But in the observation during the training process it could be seen that these questions did help them clear up their reasons about having chosen nursing as a profession

because they asked at any time phrases or words to be able to answer appropriately.

5. The time assigned was too short to perform this study. However, the tasks of the designed material were not too tough thanks to the collaborative work either in pairs or group in every session and the previous explanation given to them in L1 to perform the tasks.

5.2. Recommendations

Based on the conclusions the following recommendations are made:

1. The nursing students' necessities, lacks and wants presented in this inquiry must be coped with using textbooks with content and vocabulary referring to the medical field.

2. If professors want to work in the classroom using an ESP material with nursing learners at ITB, firstly they have to find the way to grab their attention and encourage them to practice properly the English language skills and sub-skills according to their proficiency level.

3. ITB nursing learners truly need to increase their level of proficiency by using an ESP material focused on their field which helps them practice the language skills, vocabulary with pictures, pronunciation and spelling and grammatical structure according to their level of proficiency. Similarly, as McCombs & Whisler (1997) propose, teach a language centered in learners in a holistic and integrative way and also as Marsh (2002) suggests, teach a foreign language through the Content and Language Integrated Learning.

4. Nursing learners at ITB need to improve their opinions in order to be able to answer logically and critically. Therefore, it is very important that teachers plan their classes using the critical questions as well as Snyder (2007) proposes, by means of the stages: anticipating, building knowledge and consolidating, in order to get the cognitive development in the learners in the classroom based on Bloom's taxonomy (1956) and through the social constructivism of Vygotsky (1978).

5. For an effective teaching of an ESP material designed for nursing learners, it is necessary to increase the number of periods of each English module to 90 periods in order to achieve good learning outcomes.

5.2. Limitations of the Study

This research project had some limitations and shortcomings which were unavoidable in the development of this study.

1. The difficulty to find a higher education institution to carry out the research because the author was unemployed. It took a lot of time but in the end an institution that had a Nursing Academic Program was found.

2. The difficulty to obtain the permission from the authorities of the ITB in charge of the Nursing Academic Program to be able to implement the designed ESP material with some groups of nursing learners. It also took a lot of time but in the end it was given (see Appendix N).

3. The time given to perform this study which was not as long as it was expected to assess the designed material efficiently.

4. The low level of proficiency of nursing learners (elementary) which did not help much during the training process to be able to prove the effectiveness of the methodology used in this material designed for B1 (pre-intermediate) level.

5. Finally, the population of the group assigned was small, only 39 students, which is not enough to measure the students' abilities to use the critical questioning. A bigger sample group would have given more relevant information about how huge the impact of the implementation of an ESP material designed for nursing learners might have been.

Conclusions drawn in this study would have been more valid had the participants had a higher level of proficiency, at least A2.2 level, and had the researcher had more time to do the training process and three more groups to be able to assess much better the material designed for nursing students and compare results of the learners’ progress during the teaching-learning process.

However, despite all these limitations, without this study, it would not have been possible to realize which contents are necessary to change in the material design implemented and evaluated at ITB. In addition, this study has let the author know how many contents can be included in an ESP module by levels of proficiency.

5.3. Suggestions for Future Research

Future research regarding the ESP material design could comprise a more thorough needs analysis, which could include the collection of data from the nursing learners, teachers and employers.

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GLOSSARY OF ACRONYMS

A1	Breakthrough or Beginner
A2	Wastage or Elementary
B1	Threshold or Intermediate
BEC	Buckingham English Centre
CEFR	Common European Framework of References for Languages
CES	Consejo de Educación Superior
CLIL	Content and Language Integrated Learning
EAP	English for Academic Purposes
EBE	English for Business and Economics
EBP	Evidence-based Practice
EFL	English as a Foreign Language
ELT	English Language Teaching
EMP	English for Medical Purposes
EOP	English for Occupational Purposes
EPP	English for Professional Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	English for Social Sciences
EST	English for Science and Technology
ETN	English through Nursing
GE	General English
IBL	Inquiry-based Learning
ITB	Instituto Superior Tecnológico Bolivariano de Tecnología
L1	First Language
LCA	Learner-centered Approach
NSW	New South Wales
PBL	Problem-based Learning
PNU	Payam Nour University
SAMT	Public Organization and Publisher in Iran
SLA	Second Language Acquisition
TED	Technology, Entertainment, Design

GLOSSARY

- **Academic program:** According to the Free Dictionary by Farlex online, it is a program of education in liberal arts and sciences (usually in preparation for higher education).
- **The Common European Framework of Reference for Languages (CEFR):** It is an international standard for describing language ability.
- **Course book:** According to Collin English Dictionary online, it is a textbook that students and teachers use as the basis of a course.
- **English as a Foreign Language (EFL):** According to Cambridge dictionary online, English as taught to people whose main language is not English and who live in a country where English is not the official or main language.
- **English for Academic purposes (EAP):** According to Hyland (2006) it is a field which helps teachers be ethical and reflective and offers learners a way of understanding their chosen courses and disciplines.
- **English for Business and Economics** (EBE): According to Wikipedia it is a part of English for specific purposes and can be considered a specialism within English language learning and teaching, or a variant of international English.
- **English for Occupational Purposes (EOP):** EOP is also labeled EVP (English for Vocational Purposes) or EPP (English for Professional Purposes) according to Jordan (1997). EOP is taught for learners whose need is related to their profession. They need English to talk and respond in their domains and to read technical manuals. Their learning depends on the time of training. That is to say before, during or after working. Tomlinson (2003) mentions that EOP is helpful for learners to function in English in their job.
- **English for Science and Technology (EST):** According to Nour El Imane (2013), It is a part of ESP concerned with studying science matters. This branch is based mainly on the study of mathematics, physics, engineering, and computer science.

- **English for social sciences** (ESS): According to Collins dictionary online is the study of society and of the relationship of individuals members within society, including economics, history, political science, psychology, anthropology, and sociology.
- **English for Specific Purposes (ESP):** According to Collin English Dictionary online, it is the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose
- **General English (GE):** According to Enciclopedia.com, it is a non-technical term for English when the language at large is contrasted with a usage, variety, dialect, or register.
- **Higher education:** According to Cambridge dictionary online, it is an education at a college or university where subjects are studied at an advanced level.
- **Language proficiency:** It is the ability of an individual to speak or perform in a language.
- **Learning outcomes:** Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation.
- **Lingua franca:** Any of various languages used as common or commercial tongues among peoples of diverse speech.
- **Needs analysis:** An element of designing (or reviewing) a curriculum whose purpose is to establish key learning outcomes and requirements in the design and delivery of a course or learning activity.
- **Skills:** The ability to do something that comes from training, experience, or practice.
- **Syllabus:** (A plan showing) the subjects or books to be studied in a particular course, especially a course that leads to an exam.
- **Task:** A usually assigned piece of work often to be finished within a certain time.

APPENDICES

APPENDIX A

ESP Material Designed for Nursing Students

Introduction

English Through Nursing (ETN) is a material designed by the author, focused on the satisfaction of the needs of nursing learners who want to improve their English language through contexts related to their profession based on a multi-syllabus syllabus and following a methodology which let them practice the English language skills in an integrated and critical way.

ETN consists of 17 units. Each unit has a topic of interest and objectives to be achieved in the classroom. It is divided into six sections such as Warm-up, Listening, Reading and Use of English, Pronunciation, Writing and Feedback. There is also a section called Check your Progress in each unit where learners can self-evaluate the knowledge acquired. In addition, at the end of each unit there is a checklist to be used when students work in pairs or teams.

Finally, this material provides audio scripts to practice the Listening skill section and Pronunciation of technical and non-technical terms in the classroom and at home. It is important to state that this material has been focused on learners with B1 level according to the Common European Framework of Reference for Languages (CEFR). However, it can be taught to learners with A2 level depending on the skillfulness and teaching strategies of any professor.

Objectives

- ✓ Speak in a critical way integrating the other skills
- ✓ Listen to audios related to nursing area.
- ✓ Pronounce terms properly.
- ✓ Interpret technical and non-technical texts
- ✓ Recognize the grammar rules in context.
- ✓ Write different kinds of texts related to nursing area.
- ✓ Read texts related to nursing career.

Table 10

Contents

Unit	Topic	Function	USE OF ENGLISH		Skills and sub-skills	Pronunciation
			Grammar	**Vocabulary**		
1	The nursing profession	Expressing opinions about the nursing Academic Program in higher education	English parts of speech: The main word classes and other word classes	Words and definitions: Merely Practitioner Unsung Establishing Founder Profession Impact Anniversary Proclaim Council Awareness	**Speaking:** Respond and initiate a conversation managing your own talk about the nursing academic program in your country. **Listening**: Listen for specific information in order to write the initial letter of the name of the person according to the question. **Reading:** Scan while looking for relevant information. **Writing:** Write a factual text explaining the reasons Ecuadorian students enter the universities to study the Nursing Major.	Word stress
2	Meeting people in hospitals	Introducing yourself and greet the people in hospitals appropriately	Determiners and nouns	Formal and Informal Phrases	**Speaking:** Speak at a relevant length about which dialogue is formal and which is informal. **Listening:** Listen for gist to put dialogues in order. **Reading:** Read and pay especial close attention to what is printed on the text. **Writing:** Write a persuasive text to give a point of view about the importance of using formal phrases in hospitals.	Word stress
3	Nursing in the past	Understanding the importance of the nurse in the past.	Noun phrase	Synonyms	**Speaking:** Speak using words or phrases which organize a talk about the importance of a nurse in the past. **Listening:** Listen for gist to understand the main ideas of the audio. **Reading:** Scan to extract specific information. **Writing:** Write a factual recount text to retell events about the Ecuadorian nurses in the past.	Vowel sounds
4	The nurse practitioner	Making observations about a kind of nursing profession.	Adjectives	Antonyms	**Speaking:** to hold a conversation turn-taking appropriately and using the language of negotiation and collaboration. **Listening:** Listen for specific details about nurse practitioners. **Reading:** Scan to answer questions related to the passage. **Writing:** Write a persuasive text presenting the team's argument about the debate of the nursing profession in Ecuador.	Vowel sounds
5	Nursing & forms	Paying attention to how to fill in forms in the nursing area.	Verb *to Be* Present and Past tenses	Helpful Vocabulary GP DOB Kin Onset O/E Erythematous Maculopapular	**Speaking:** Speak for doing a specific task about the types of information in a form. **Listening:** Listening for detailed understanding to complete a form **Reading:** Scan to extract specific information to complete a form and reading for detailed comprehension. **Writing:** Write a report giving factual information of a patient.	Word Stress
6	Nursing tools	Talking about the tools used by a nurse.	*There Be* – Present and Past Forms	Prepositional phrases	**Speaking:** Speak for doing a specific task about the relevance of nursing tools. **Listening:** Listen for gist to understand the main idea of the audio. **Reading:** Read for detailed	Intonation

Unit	Topic	Function	USE OF ENGLISH		Skills and sub-skills	Pronunciation
			Grammar	Vocabulary		
					comprehension. **Writing:** Write a procedural factual text.	
7	Some healthy food	Making and delivering suggestion about the food for patients.	Present Simple	Food habits	**Speaking:** Speak for expressing opinions about healthy food. **Listening:** Listen for specific information about some food-word **Reading:** Read for gist about a newspaper article. **Writing:** Write a report giving factual information of the correct food and daily portions.	Number of syllables
8	Symptoms or signs	Describing and asking about symptoms or signs	The correct use of verbs related to symtoms.	Helpful Vocabulary Tussis Ostalgia Pyrexia Cephalalgia Gastralgia Pharangitis	**Speaking:** Speak for doing a specific task about the two most common symptoms and how to identify them. **Listening:** Listen for gist to understand the main idea of the audio. **Reading:** Skim to compare expectations with reality. **Writing:** Write a factual text explaining how and why chickenpox happens.	Number of syllables
9	The nursing hierarchy	Describing the members of a nursing team.	Basic grammar structures	Nursing team members	**Speaking:** Speak for expressing opinions about the nursing hierarchy in Ecuadorian hospitals **Listening:** Listen for specific information about the nurses' station. **Reading:** Close reading for complete understanding about the nursing team members. **Writing:** Write a factual description about the staff of a nursing area that you have known or heard.	Intonation of phrases
10	Medication awareness	Informing about medication charts of patients correctly.	Inquiring	Abbreviations	**Speaking:** Speak for doing a specific task about the relevance of identifying the kinds of medication correctly. **Listening:** Listen for detailed understanding in order to complete the text. **Reading:** Close reading for complete understanding about a gapped text. **Writing:** Write a factual text reporting information about a patient and his medication chart including usefulness, forms, measurements and frequency dosages.	Vowel sounds
11	Hospital meals	Asking for correct meals in the hospital.	Countable and uncountable nouns	Helpful Vocabulary Jelly Custard Broth Banana milkshake Pumpkin puree	**Speaking:** Respond and initiate a conversation managing your own talk about the dishes eaten during the day. **Listening:** Listen for gist to understand the main idea of the meals in hospital around the world. **Reading:** Close reading for complete understanding about gapped phrases. **Writing:** Write a conversation ordering some meal for a pregnant woman.	Intonation of phrases
12	Food allergy	Giving safety recommendations about food allergy.	The gerund	Helpful Vocabulary Food allergen Food allergy Hives Life-	**Speaking:** Speak for expressing opinions about known people suffering from food allergy and describing a picture. **Listening:** Listen for detailed understanding in order to complete the text.	Word stress

Unit	Topic	Function	USE OF ENGLISH		Skills and sub-skills	Pronunciation
			Grammar	Vocabulary		
				threatening condition	**Reading:** Scan to answer questions related to the passage.	
				Marinate Mild Outdoor Safety Severe	**Writing:** Write a factual text of procedure giving instructions on how to make or do something.	
13	The geriatric nurse	Expressing opinions about the tasks of a geriatric nurse at a patient's house.	Present and Past Progressive	Helpful Vocabulary: sleep disturbances Loss of mobility Physical toll Mental impairment Mental decline	**Speaking:** Speak for expressing opinions about known geriatric nurses and their activities. **Listening:** Listen for gist to understand the main idea of a website. **Reading:** Scan for general understanding of the text. **Writing:** Write a persuasive text giving reasons for a point of view about working as a geriatric nurse in your country.	Word stress
14	The nursing process	Clarifying information about the nursing process in the hospital.	The Simple Past	Helpful Vocabulary Come down with Whereas A & E Complaint Former Look over Shortness of breath Hyperlipidaemia Follow-up Work out Condition Feeling a bit off-colour Side-effect Stomach upset Shake off Get well Get over Go on As well	**Speaking:** Speak at a relevant length about the nursing process in Ecuadorian hospitals. **Listening:** Listen for gist to understand the main idea of a website **Reading:** Scan for general understanding of the text. **Writing:** Write a factual text of procedure giving instructions on how to make or do something.	/t/ /d/ /id/
15	The nursing communication	Giving instructions about how a nurse should communicate with patients.	The Future with *Be going to*	Word Formation	**Speaking:** Speak at a relevant length relating the picture with effective communication between patients and medical professionals. **Listening:** Listen for gist to understand the main idea of barriers to effective communication and effective communication skills. **Reading:** Scan to answer questions related to the passage. **Writing:** Write a factual text planning guidelines to improve the communication with a particular patient.	Intonation

Unit	**Topic**	**Function**	**USE OF ENGLISH**		**Skills and sub-skills**	**Pronunciation**
			Grammar	**Vocabulary**		
16	Nurses and team members	Giving recommendations about how to improve the team cooperation in hospitals.	The Future with *Will*	Relative Clauses	**Speaking:** Speak at a relevant length about how nurses' work should be in team with the other medical professionals **Listening:** Listen for specific information about a webpage. **Reading:** Scan for general understanding of the text. **Writing:** Write a factual text reporting to the Chief Nursing Officer.	16
17	Asepsis control in nursing	Understanding the importance of the correct methods of making aseptic hand-wash	The Present Perfect	Helpful Vocabulary Asepsis Hygiene Faucet Antisepsis Disposable Antibacterial Pathogenic Micro-organism	**Speaking:** Speak at a relevant length about the importance of carrying out a correct asepsis control in nursing. **Listening:** Listen for specific information about a surgical antiseptic produce. **Reading:** Scan to answers questions related to the text. **Writing:** Write a factual text of produce giving instructions on how to wash hands thoroughly.	Word stress

Note: Prepared by the author, 2018

Description of learning tasks in the Material

a) The Anticipating Stage

The Warm-up section: To activate the learners' prior knowledge, this section starts:

✓ Answering a question
✓ Doing a Think-Pair-share task
✓ Brainstorming
✓ Doing a whole class-discussion
✓ Listing and explaining symptoms
✓ Reflecting about the relevance of objects
✓ Arguing about information
✓ Reasoning about relevant topics
✓ Giving individual views

b) The Building Knowledge Stage

The Listening Section: This section contains audio scripts which are focused on the area of interest of nursing learners and their tasks are the following:

✓ Listen to a recording and infer answers
✓ Listen to three conversations and put them in order.

- ✓ Listen to a person and take notes using a graphic organizer.
- ✓ Listen to a recording about an NP and completing information.
- ✓ Listen to a person and complete personal information of a patient.
- ✓ Listen to a recording and answer questions.
- ✓ Listen to some words and classify them in categories.
- ✓ Listen to a recording and complete a table with some ideas.
- ✓ Listen to a recording and complete sentences using a word bank.
- ✓ Listen to a text and complete blanks using some words in the vowel sounds table.
- ✓ Listen to a recording and match some countries with their correct meal picture.
- ✓ Listen to a recording and fill in the correct gaps.
- ✓ Listen to a website and complete a table.
- ✓ Listen to a recording and take notes using a diagram.
- ✓ Listen to some information and classify them in a table.
- ✓ Listen to a webpage and answer questions.

The Reading and Use of English Section: This section contains texts which have been retrieved from articles of a foreign newspaper and medical websites, technical and non-technical vocabulary, and the grammar structure related to the topic of the unit.

The Reading tasks

- ✓ Read and complete a table.
- ✓ Read and complete a form.
- ✓ Read and answer the question *How did the nursing profession start*?
- ✓ Read and write the most relevant ideas.
- ✓ Read and paraphrase the most relevant ideas.
- ✓ Read and answer some questions.
- ✓ Read and circle the correct definition.
- ✓ Read and complete some sentences.
- ✓ Read and write the correct term.
- ✓ Read and give a subtitle to each paragraph.
- ✓ Read and label some headings to each paragraph.

The Grammar tasks

- ✓ Classify some words in yellow found in the passage “The History of Nursing Profession” using the grammar rules.
- ✓ Categorize each word according to the grammar structure.
- ✓ Classify some words found in the passage “Welcoming New Overseas Nurses” in a table
- ✓ Describe a picture using some noun phrases.
- ✓ Find some adjectives in the passage “Nurse Practitioner”.
- ✓ Fill in the gaps in some sentences using the helpful vocabulary.
- ✓ Describe a picture using *there is/are*.
- ✓ Make sentences using a picture and grammar structure studied (*there is/are* and prepositional phrases).
- ✓ Change some sentences to Yes/No question.
- ✓ Make affirmative sentences adding a medical complement. Then, change them to the negative form.
- ✓ Make sentences using a picture and change them into questions. Then, answer them.
- ✓ Put in order some sentences.
- ✓ Change some sentences into questions.
- ✓ Complete the sentences with the correct article or quantifier.
- ✓ Complete each picture with the correct partitive.
- ✓ Make two sentences for each rule studied.
- ✓ Make sentences using the picture, the grammar structure studied (Present and Past Progressive tenses) and these verbs: *monitor, administer, take notes, inject, bathe, feed, push, take care of, assist, measure*.
- ✓ Find some verbs in Past Simple tense in a scenario and classify them in a table.
- ✓ Complete some sentences using *Be going to* and determine if they are affirmative or negative.
- ✓ Order some sentences.

The Vocabulary tasks

- Complete some sentences with the words in the box. Use the helpful vocabulary studied in this unit.
- Act out roles in pairs using the information given.
- Complete a crossword using the words in the box.
- Match some words with their antonyms.
- Complete some sentences with the correct verb *to be* tense.
- Describe some pictures using the grammar structure studied and some prepositional phrases.
- Circle the correct answer according to some pictures.
- Ask your partner some questions.
- Match some pictures with the correct term.
- Describe a picture using the grammar structure studied.
- Complete some sentences with the correct word.
- Read the sentences and complete them with the correct phrase.
- Fill in the blanks with the correct word or expression.
- Complete a table using some yellow words in the passage “The Body Language for a Better Nursing Communication”.
- Find some relative clauses in the passage “Nurse Leaders can Improve Team Cooperation” and underline them. Then, give more examples.

The Pronunciation section: This section reinforces the British vowel phonetic chart, stressed syllables, intonation and the number of syllables. Their tasks are the following:

- Add the correct form of some words according to the word stress table that matches the stress of the missing word.
- Look at the stressed syllables in bold and classify them in the correct columns.
- Put a tick ✓ next to the main stress in the words.
- Practice the correct intonation.
- Listen to some words and write the correct number of syllables
- Listen to some words and classify them according to the vowel sounds.
- Practice the correct intonation of the following sentences.

✓ Listen to some phrases and mark ● the stress on the correct word.
✓ Listen to some phrases and repeat them.

The Writing section: This section is based on questions or scenarios. Their tasks are:

✓ Write a statement in group about how the Ecuadorian students enrol to study the Nursing Profession.
✓ Write about the importance of using formal phrases in hospitals.
✓ Write a statement in group about the Ecuadorian nurse in the past.
✓ Write a statement in group about some positive and negative aspects of the Nursing Profession in your country.
✓ Write a scenario in pairs using a patient record.
✓ Write a statement on some useful tools for diabetic people.
✓ Write in present simple about the right amount of food daily, as well as its advantageous using the Myplate picture from https://www.choosemyplate.gov/#slideshow-0
✓ Write a description of a patient with Chickenpox using some symptoms and useful expressions.
✓ Write a description of one of the staff in a Nursing Area known using a flowchart and a word bank.
✓ Write a medical report using a Patient Medication chart.
✓ Write a dialogue in pairs using a menu to ask for some meal for a pregnant patient. Then, act it out.
✓ Write a treatment plan to the boy’s mother in the photograph, task 7. Do not give specific medication dosages. Use the linking words for sequence.
✓ Write an essay answering the question: *Would you like to work as a geriatric nurse in your country?*
✓ Write a correct nursing process using a patient’s information
✓ Write a plan of guidelines to improve the communication with a particular patient.
✓ Write a report to a Chief Nursing Officer.

c) The Consolidating Stage

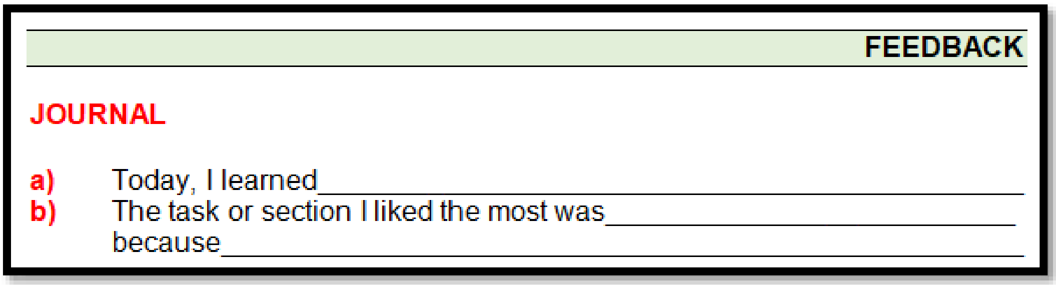
Every unit finishes with some specific questions in order to allow students to express their views, clarify any problems and reflect on their progress found in any task.

Finally, the speaking skill is practiced in an integrated way according to the tasks in each section.

Assessment

Feedback

Before finishing the training process, there is a section where professors can verify if their learners have understood the topics studied. As follows, there is a figure about it:



FEEDBACK

JOURNAL

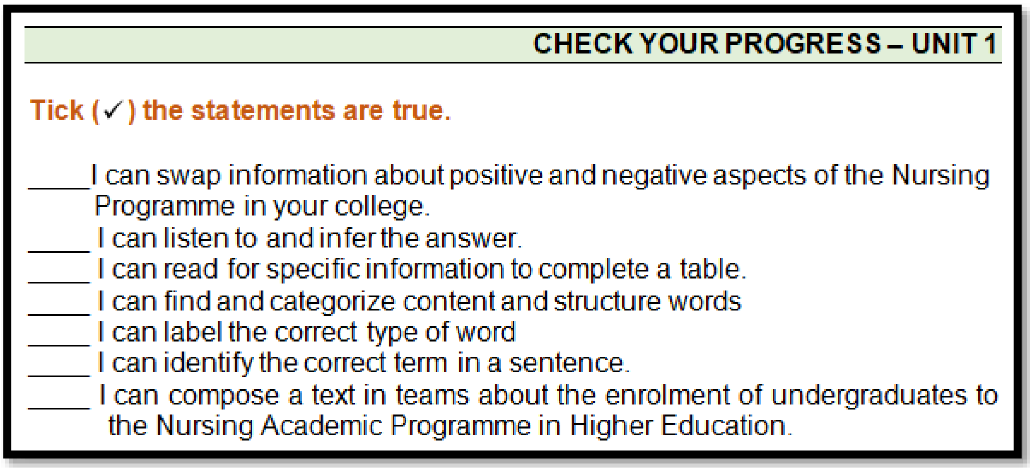
a) Today, I learned______________________________________

b) The task or section I liked the most was_______________________
because____

Figure 10: Feedback (Done by the author, 2017)

Progress Check

At the end of each unit, learners will be able to self-evaluate after finishing the session class. Figure 9 shows how to do the checking of their progress.



CHECK YOUR PROGRESS – UNIT 1

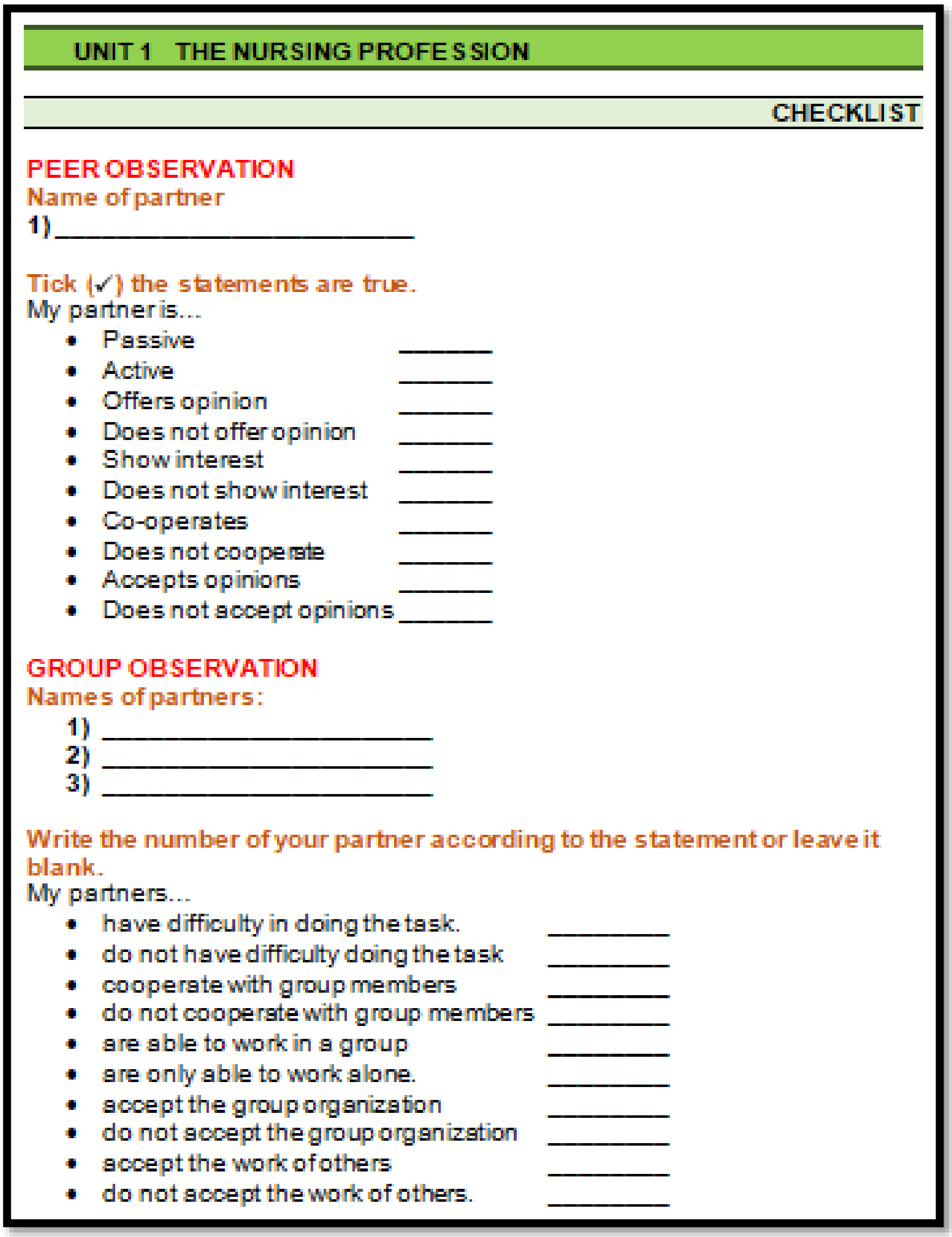
Tick (✓) the statements are true.

_____I can swap information about positive and negative aspects of the Nursing Programme in your college.
_____ I can listen to and infer the answer.
_____ I can read for specific information to complete a table.
_____ I can find and categorize content and structure words
_____ I can label the correct type of word
_____ I can identify the correct term in a sentence.
_____ I can compose a text in teams about the enrolment of undergraduates to the Nursing Academic Programme in Higher Education.

Figure 11: Progress Check (Done by the author, 2017)

Checklist

In each unit there is a separate checklist that can be used both by professors and learners. This checklist is useful for professors because they can assess the activities in pairs or groups performed by their learners in the classroom at the moment. Regarding learners, they can know well how their classmates are during the pair-work or teamwork and assess them at the same time. Look at a sample of the checklist in Figure 10.



UNIT 1 THE NURSING PROFESSION

CHECKLIST

PEER OBSERVATION

Name of partner

1) ______________________

Tick (✓) the statements are true.

My partner is…

- Passive ______
- Active ______
- Offers opinion ______
- Does not offer opinion ______
- Show interest ______
- Does not show interest ______
- Co-operates ______
- Does not cooperate ______
- Accepts opinions ______
- Does not accept opinions ______

GROUP OBSERVATION

Names of partners:

1) ______________________
2) ______________________
3) ______________________

Write the number of your partner according to the statement or leave it blank.

My partners…

- have difficulty in doing the task. ________
- do not have difficulty doing the task ________
- cooperate with group members ________
- do not cooperate with group members ________
- are able to work in a group ________
- are only able to work alone. ________
- accept the group organization ________
- do not accept the group organization ________
- accept the work of others ________
- do not accept the work of others. ________

Figure 12: Checklist (Done by the author, 2017)

Intended learning outcomes:

- ✓ Learners can interpret and recognize technical and non-technical texts.
- ✓ Learners can listen and pronounce the terms properly.
- ✓ Learners can discuss nursing topics in a critical way.
- ✓ Learners can analyze information through learning strategies.
- ✓ Learners can introduce opinions and give reasons in a natural way.
- ✓ Learners can ask questions and answer in a logical way.
- ✓ Learners can listen and record specific information.
- ✓ Learners can make sentences using the grammar rules studied.
- ✓ Learners can identify the correct term in sentences.
- ✓ Learners can describe a photograph using the vocabulary and phrases studied.
- ✓ Learners can mark the stress in the phrase on the correct word.
- ✓ Learners can write a treatment plan using linking words or phrases
- ✓ Learners can make an essay using the correct phrases.
- ✓ Learners can compare answers in pairs about the nursing process in their country.
- ✓ Learners can listen and take notes using a diagram.
- ✓ Learners can shorten ideas from a text.
- ✓ Learners can identify the correct term in a sentence.
- ✓ Learners can plan the nursing process using specific information of a patient.
- ✓ Learners can give an opinion about a picture.
- ✓ Learners can listen to some information and classify them in a table.
- ✓ Learners can write a report.

Recording and Audioscripts

For listening and Pronunciation sections, some recordings were done using a free webpage to become text to speech called YAKiToMe where one can write the text and download it as an audio.

YAKiToMe!™
Voice of the web!™

SYSTEM MAINTENANCE

We are performing scheduled maintenance and will be back very soon. Sorry for the inconvenience. Thank you for using YAKiToMe!

Back to YAKiToMe!

Figure 13. YakiToMe!

After downloading the audios, they were uploaded to a Wix webpage designed for this material were leaners can enter to practice the listening skills or pronunciation of some technical words found in each unit.

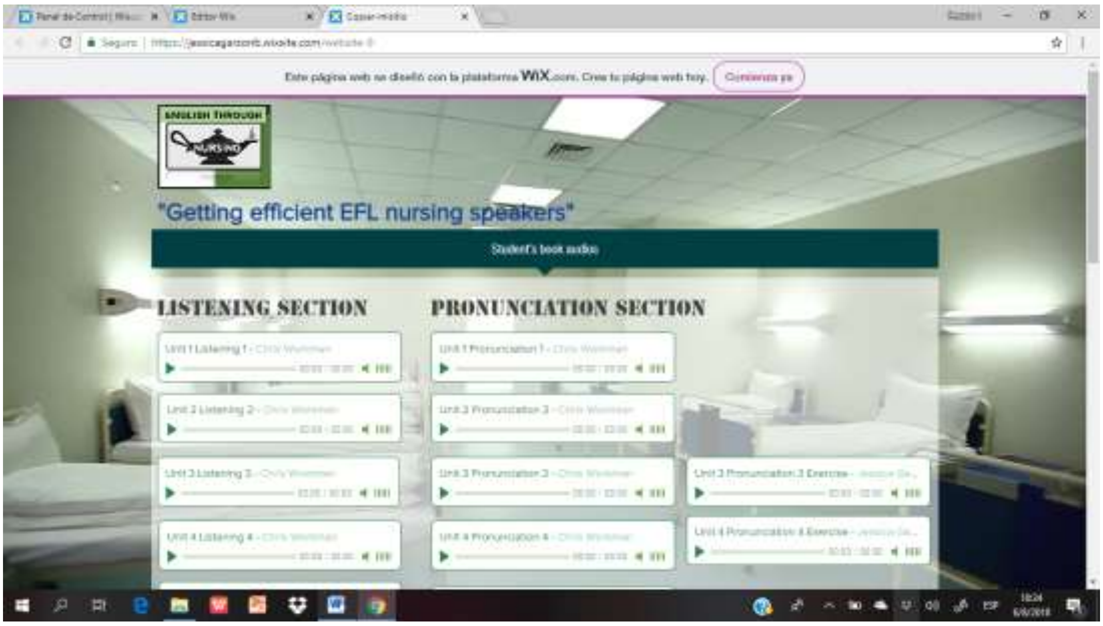

ENGLISH THROUGH
NURSING
"Getting efficient EFL nursing speakers"
Student's book audio
LISTENING SECTION
PRONUNCIATION SECTION
Unit 1 Listening 1
Unit 2 Listening 2
Unit 3 Listening 3
Unit 4 Listening 4
Unit 1 Pronunciation 1
Unit 2 Pronunciation 2
Unit 3 Pronunciation 3
Unit 4 Pronunciation 4

Figure 14. Wix webpage

It is important to mention that a British friend of mine helped me as voiceover recording from Unit 1 to 5 and did the listening and pronunciation recordings. The rest of recordings were done by YAKiToMe webpage.

APPENDIX B

INFORMED CONSENT

Declaro que he sido informado/a del contenido, objetivos y procedimiento del trabajo de Proyecto de Investigación que realizará la Lcda. Jessica Garzón durante la semana de aprendizaje de inglés para propósitos específicos. He comprendido la solicitud de colaboración que se me hace y por lo tanto, autorizo a la profesora el uso de trabajos recolectados realizados por nosotros, los estudiantes; así como fotos tomadas durante las sesiones o cualquier instrumento utilizado para recolección de datos los cuales servirán como evidencia a presentar en su sustentación previo a la obtención del Título de magister en TEFL. Para el efecto, firmamos continuación:

NOMBRE/APELLIDO	**FIRMAR**
1.	
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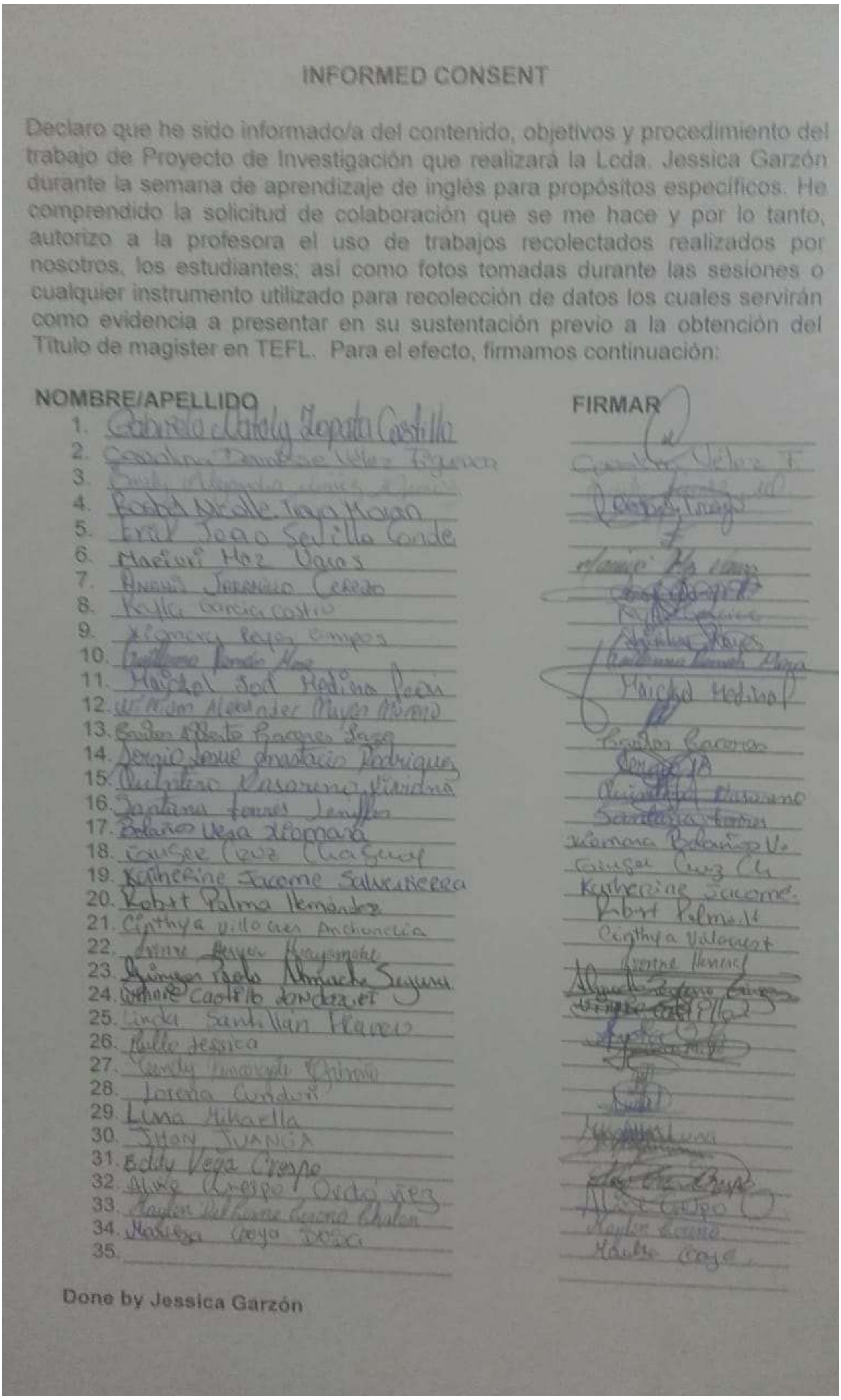


INFORMED CONSENT

Declaro que he sido informado/a del contenido, objetivos y procedimiento del trabajo de Proyecto de Investigación que realizará la Lcda. Jessica Garzón durante la semana de aprendizaje de inglés para propósitos específicos. He comprendido la solicitud de colaboración que se me hace y por lo tanto, autorizo a la profesora el uso de trabajos recolectados realizados por nosotros, los estudiantes; así como fotos tomadas durante las sesiones o cualquier instrumento utilizado para recolección de datos los cuales servirán como evidencia a presentar en su sustentación previo a la obtención del Título de magister en TEFL. Para el efecto, firmamos continuación:

NOMBRE/APELLIDO	FIRMAR
1. Gabriela Nataly Zapata Castillo	
2. Carolina [illegible] Vélez Figueroa	Carolina Vélez F.
3. [illegible]	
4. Raquel Nicole Trejo Moran	Trejo
5. Erick Joao Sevilla Conde	
6. Maricri Mez Vargas	Maricri Mez Vargas
7. Anahís Jaramillo Cerezo	
8. Kelly García Castro	Kelly García
9. Xiomara Reyes Campos	Xiomara Reyes
10. Guillermo Román Mora	Guillermo Román Mora
11. Maichol Joel Medina Peña	Maichol Medina
12. William Alexander Mayer Moreno	
13. Braulio Alberto Barreras Lazo	Braulio Barreras
14. Sergio Josue Anastacio Rodriguez	Sergio JA
15. Quintero Nasareno Viridiana	Quintero Nasareno
16. Santana Torres Jennifer	Santana Torres
17. Bolaños Vega Xiomara	Xiomara Bolaños V.
18. [illegible] Cruz Chaguay	[illegible] Cruz Ch.
19. Katherine Jácome Salvatierra	Katherine Jácome.
20. Robert Palma Hernández	Robert Palma H
21. Cinthya Villacres Anchundia	Cinthya Villacrest
22. Yvonne Herrera Huayamave	Yvonne Herrera
23. [illegible] Paola Almache Segura	
24. [illegible] Castillo Jordán	
25. Linda Santillán Flores	
26. Pulla Jessica	
27. [illegible]	
28. Lorena Condori	
29. Luna Mikaella	Luna
30. Jhon Juanga	
31. Eddy Vega Crespo	
32. Alex Crespo Ordóñez	Alex Crespo
33. Kaylen Del Rosario Bueno Chalen	Kaylen Bueno
34. Maritza Coyo Rosa	Maritza Coyo
35.	

Done by Jessica Garzón

APPENDIX C

TEACHING OBSERVATION FORM

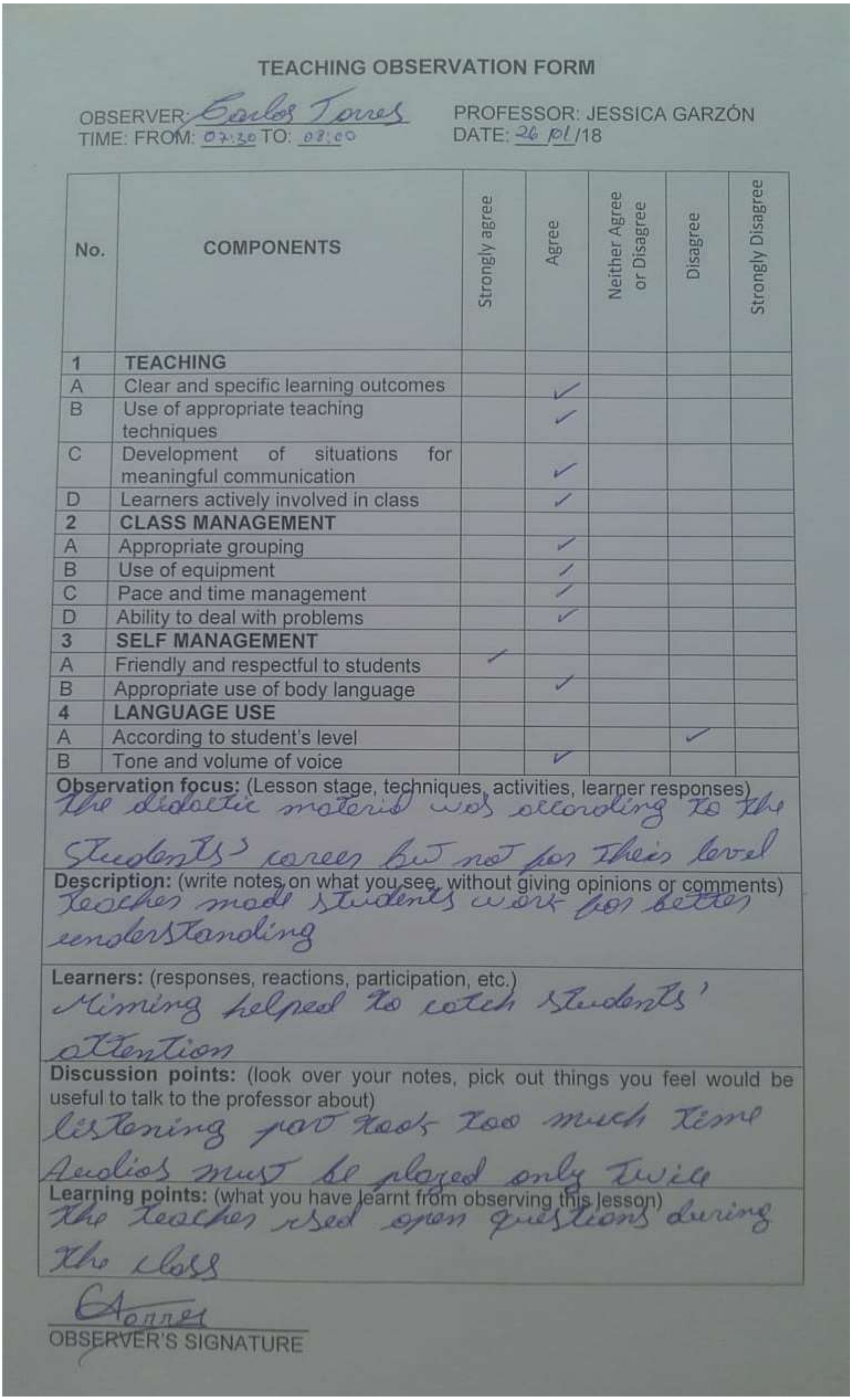
OBSERVER: ____________________ PROFESSOR: JESSICA GARZÓN
TIME: FROM: _____ TO: _____ DATE: ___/___/2018

No.	**COMPONENTS**	Strongly agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1	**TEACHING**					
A	Clear and specific learning outcomes					
B	Use of appropriate teaching techniques					
C	Development of situations for meaningful communication					
D	Learners actively involved in class					
2	**CLASS MANAGEMENT**					
A	Appropriate grouping					
B	Use of equipment					
C	Pace and time management					
D	Ability to deal with problems					
3	**SELF MANAGEMENT**					
A	Friendly and respectful to students					
B	Appropriate use of body language					
4	**LANGUAGE USE**					
A	According to student's level					
B	Tone and volume of voice					

Observation focus: (Lesson stage, techniques, activities, learner responses)
Description: (write notes on what you see, without giving opinions or comments)
Learners: (responses, reactions, participation, etc.)
Discussion points: (look over your notes, pick out things you feel would be useful to talk to the professor about)
Learning points: (what you have learnt from observing this lesson)

____
OBSERVER'S SIGNATURE

Source: Adapted from English Teacher Observation Form, Department of English, Universidad de Guayaquil, 2015 & Handout: Action Research in the EFL Classroom British Council, 2013



TEACHING OBSERVATION FORM

OBSERVER: Carlos Torres
TIME: FROM: 07:30 TO: 08:00

PROFESSOR: JESSICA GARZÓN
DATE: 26 01/18

No.	COMPONENTS	Strongly agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1	**TEACHING**					
A	Clear and specific learning outcomes		✓			
B	Use of appropriate teaching techniques		✓			
C	Development of situations for meaningful communication		✓			
D	Learners actively involved in class		✓			
2	**CLASS MANAGEMENT**					
A	Appropriate grouping		✓			
B	Use of equipment		✓			
C	Pace and time management		✓			
D	Ability to deal with problems		✓			
3	**SELF MANAGEMENT**					
A	Friendly and respectful to students	✓				
B	Appropriate use of body language		✓			
4	**LANGUAGE USE**					
A	According to student's level				✓	
B	Tone and volume of voice		✓			

Observation focus: (Lesson stage, techniques, activities, learner responses)
The didactic material was according to the students' career but not for their level

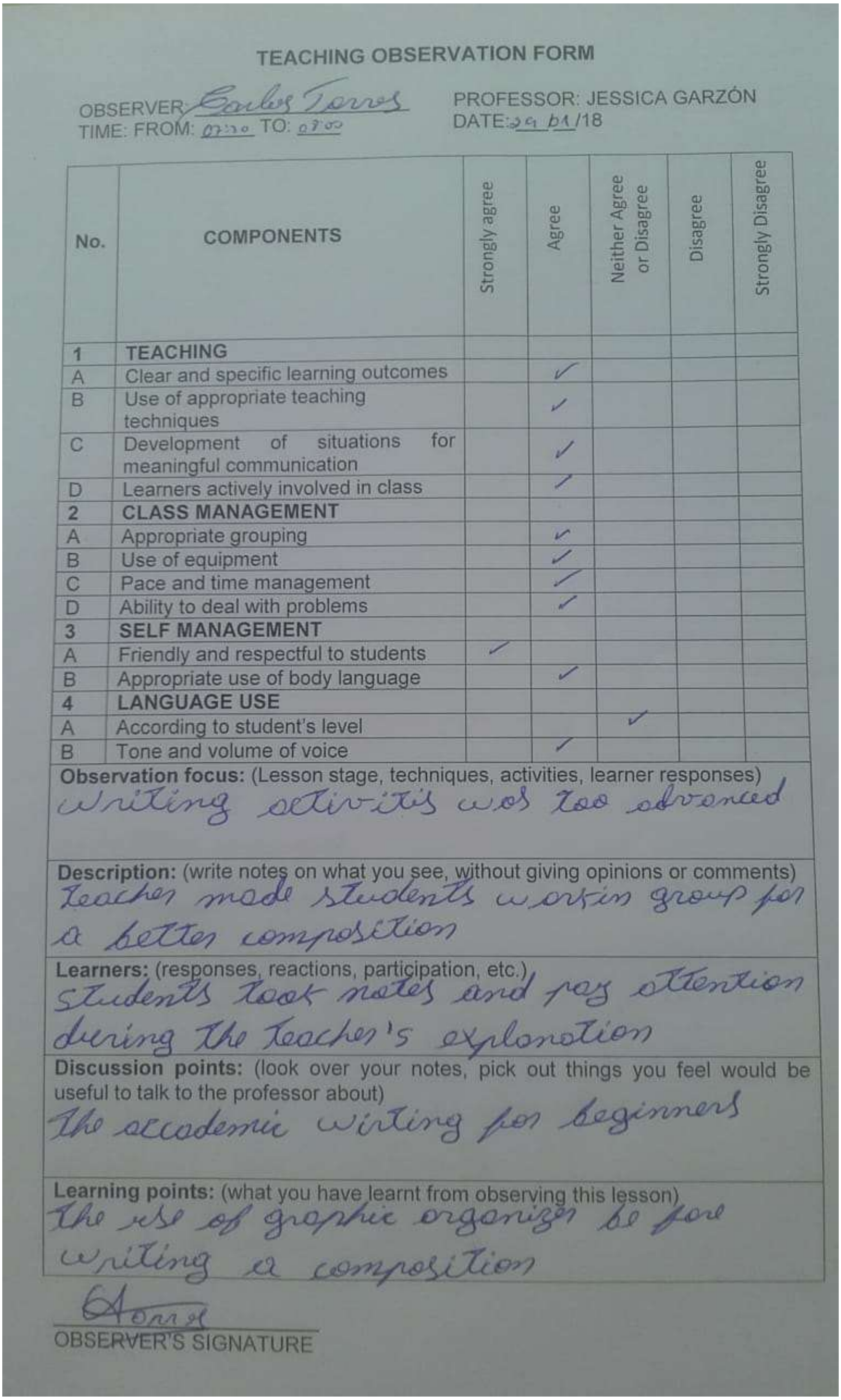
Description: (write notes on what you see, without giving opinions or comments)
Teacher made students work for better understanding

Learners: (responses, reactions, participation, etc.)
Miming helped to catch students' attention

Discussion points: (look over your notes, pick out things you feel would be useful to talk to the professor about)
listening part took too much time
Audios must be played only twice

Learning points: (what you have learnt from observing this lesson)
The teacher used open questions during the class

CTorres
OBSERVER'S SIGNATURE



TEACHING OBSERVATION FORM

OBSERVER: Carlos Torres
TIME: FROM: 07:30 TO: 08:00
PROFESSOR: JESSICA GARZÓN
DATE: 29 01/18

No.	COMPONENTS	Strongly agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1	**TEACHING**					
A	Clear and specific learning outcomes		✓			
B	Use of appropriate teaching techniques		✓			
C	Development of situations for meaningful communication		✓			
D	Learners actively involved in class		✓			
2	**CLASS MANAGEMENT**					
A	Appropriate grouping		✓			
B	Use of equipment		✓			
C	Pace and time management		✓			
D	Ability to deal with problems		✓			
3	**SELF MANAGEMENT**					
A	Friendly and respectful to students	✓				
B	Appropriate use of body language		✓			
4	**LANGUAGE USE**					
A	According to student's level			✓		
B	Tone and volume of voice		✓			

Observation focus: (Lesson stage, techniques, activities, learner responses)
writing activitis was too advanced

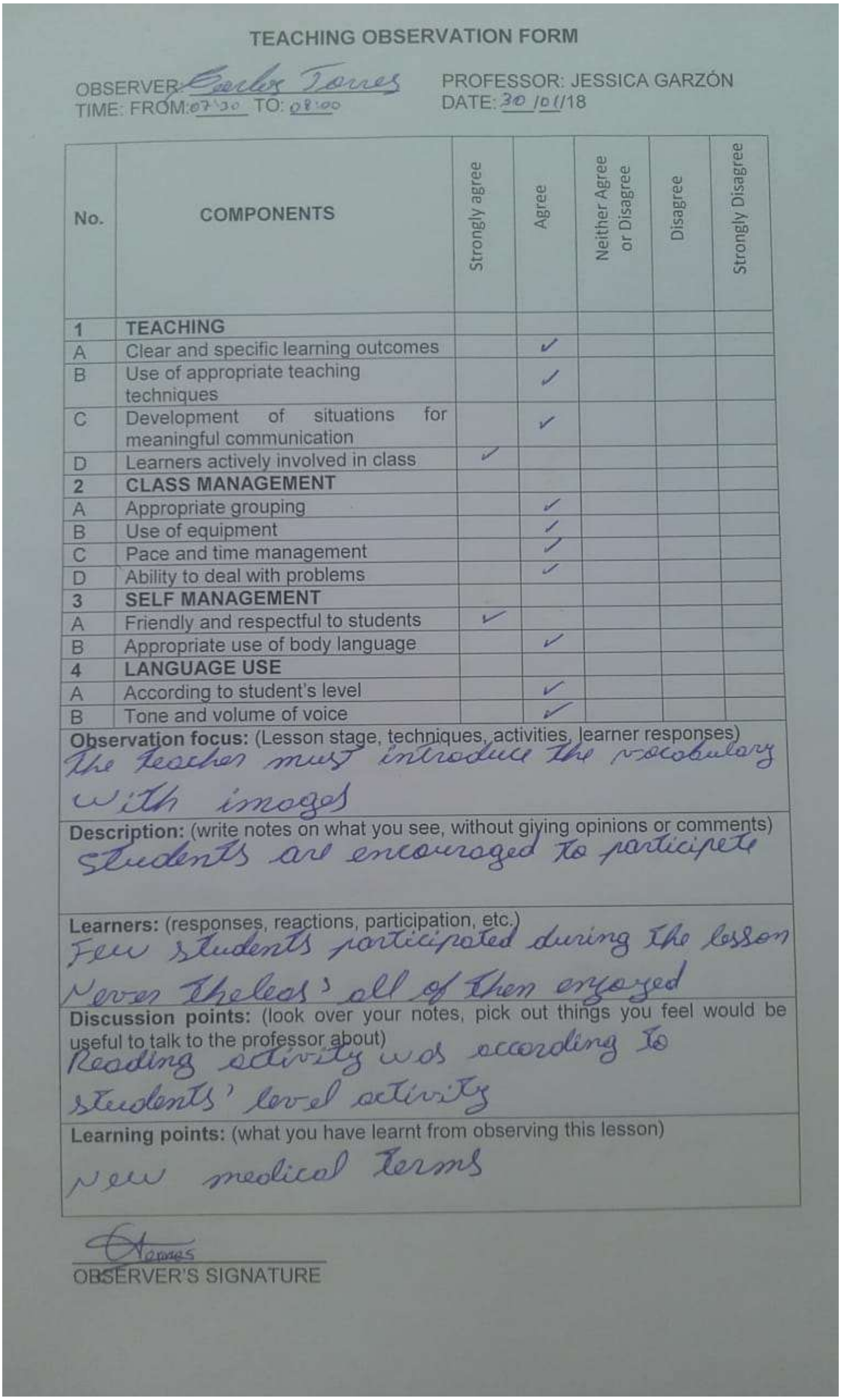
Description: (write notes on what you see, without giving opinions or comments)
Teacher made students work in group for a better composition

Learners: (responses, reactions, participation, etc.)
students took notes and pay attention during the teacher's explanation

Discussion points: (look over your notes, pick out things you feel would be useful to talk to the professor about)
The accademic writing for beginners

Learning points: (what you have learnt from observing this lesson)
The use of graphic organizer be fore writing a composition

CTorres
OBSERVER'S SIGNATURE



TEACHING OBSERVATION FORM

OBSERVER: Carlos Torres
TIME: FROM: 07:30 TO: 08:00

PROFESSOR: JESSICA GARZÓN
DATE: 30/01/18

No.	COMPONENTS	Strongly agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1	**TEACHING**					
A	Clear and specific learning outcomes		✓			
B	Use of appropriate teaching techniques		✓			
C	Development of situations for meaningful communication		✓			
D	Learners actively involved in class	✓				
2	**CLASS MANAGEMENT**					
A	Appropriate grouping		✓			
B	Use of equipment		✓			
C	Pace and time management		✓			
D	Ability to deal with problems		✓			
3	**SELF MANAGEMENT**					
A	Friendly and respectful to students	✓				
B	Appropriate use of body language		✓			
4	**LANGUAGE USE**					
A	According to student's level		✓			
B	Tone and volume of voice		✓			

Observation focus: (Lesson stage, techniques, activities, learner responses)
The teacher must introduce the vocabulary with images

Description: (write notes on what you see, without giving opinions or comments)
students are encouraged to participate

Learners: (responses, reactions, participation, etc.)
Few students participated during the lesson Never theless' all of them enjoyed

Discussion points: (look over your notes, pick out things you feel would be useful to talk to the professor about)
Reading activity was according to students' level activity

Learning points: (what you have learnt from observing this lesson)
new medical terms

Torres
OBSERVER'S SIGNATURE

APPENDIX D

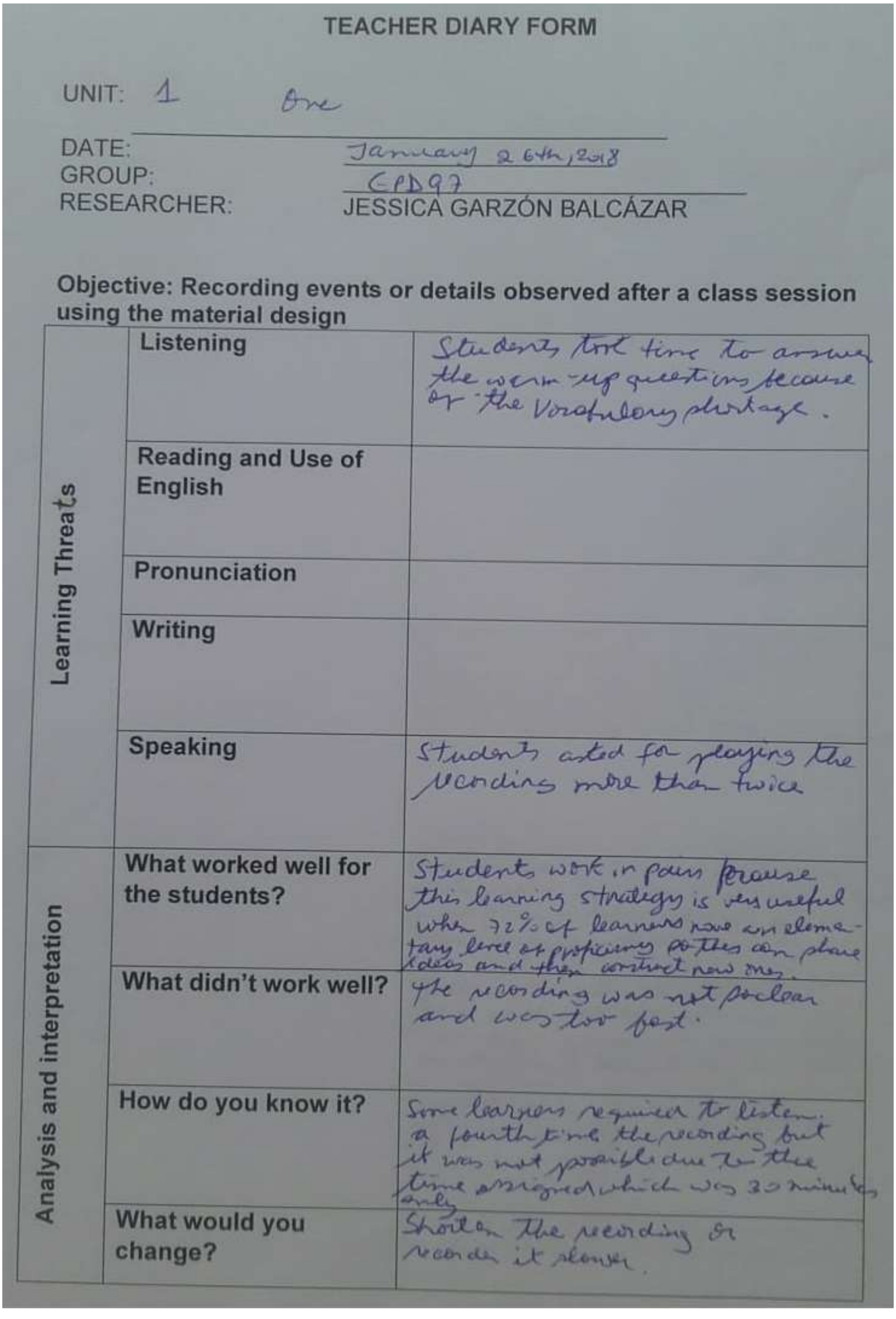
TEACHER DIARY FORM

UNIT: ____
DATE: ____________________
GROUP: ______________________________
RESEARCHER: JESSICA GARZÓN BALCÁZAR

Objective: Recording events or details observed after a class session using the material design

Learning Threats	**Listening**	
	Reading and Use of English	
	Pronunciation	
	Writing	
	Speaking	
Analysis and interpretation	**What worked well for the students?**	
	What didn’t work well?	
	How do you know it?	
	What would you change?	

Source: Adapted from handout Action Research in the EFL Classroom, British Council 2013



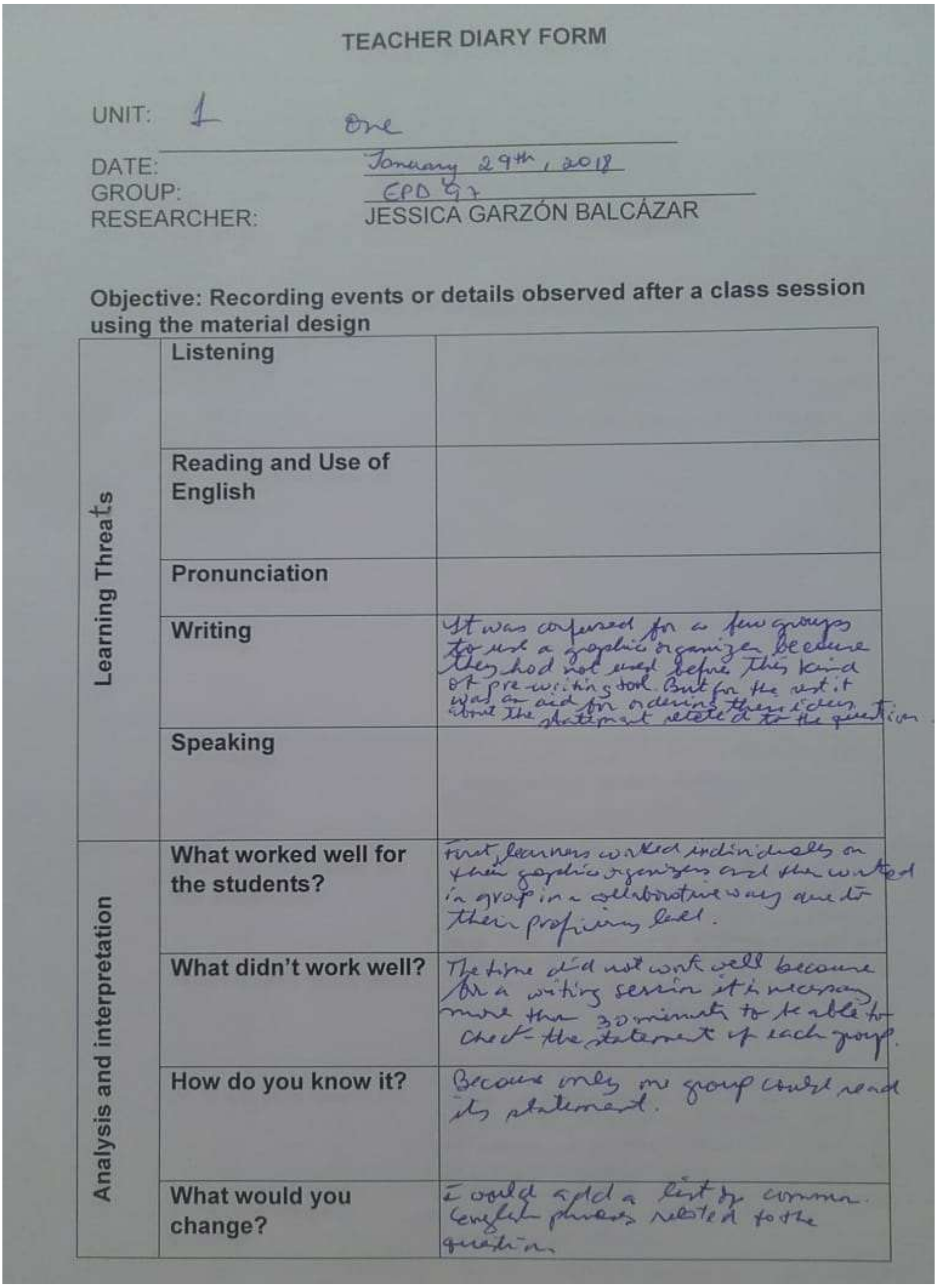
TEACHER DIARY FORM

UNIT: 1 One

DATE: January 26th, 2018
GROUP: CPD97
RESEARCHER: JESSICA GARZÓN BALCÁZAR

Objective: Recording events or details observed after a class session using the material design

Learning Threats	**Listening**	Students took time to answer the warm-up questions because of the vocabulary shortage.
	Reading and Use of English	
	Pronunciation	
	Writing	
	Speaking	Students asked for playing the recording more than twice
Analysis and interpretation	**What worked well for the students?**	Student work in pairs because this learning strategy is very useful when 72% of learners have an elementary level of proficiency so they can share ideas and then construct new ones.
	What didn't work well?	The recording was not so clear and was too fast.
	How do you know it?	Some learners required to listen a fourth time the recording but it was not possible due to the time assigned which was 30 minutes only
	What would you change?	Shorten the recording or record it slower.

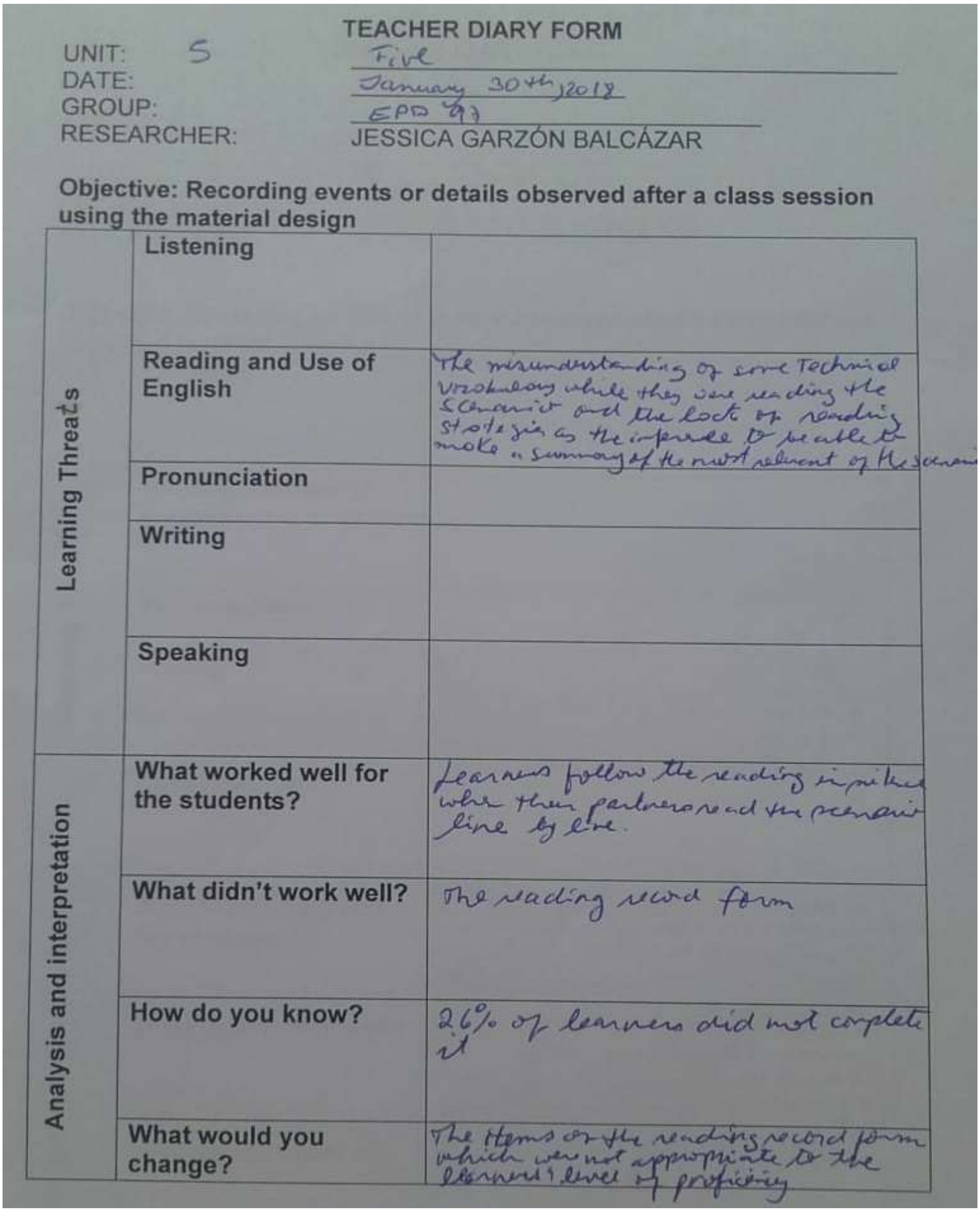


TEACHER DIARY FORM

UNIT: 1 One
DATE: January 29th, 2018
GROUP: EPD 97
RESEARCHER: JESSICA GARZÓN BALCÁZAR

Objective: Recording events or details observed after a class session using the material design

Learning Threats	**Listening**	
	Reading and Use of English	
	Pronunciation	
	Writing	It was confused for a few groups to use a graphic organizer because they had not used before this kind of pre-writing tool. But for the rest it was an aid for ordering their ideas about the statement related to the question.
	Speaking	
Analysis and interpretation	**What worked well for the students?**	First, learners worked individually on their graphic organizers and then worked in group in a collaborative way due to their proficiency level.
	What didn't work well?	The time did not work well because for a writing session it is necessary more than 30 minutes to be able to check the statement of each group.
	How do you know it?	Because only one group could read its statement.
	What would you change?	I would add a list of common English phrases related to the question.



TEACHER DIARY FORM

UNIT: 5 Five
DATE: January 30th, 2018
GROUP: EPD 97
RESEARCHER: JESSICA GARZÓN BALCÁZAR

Objective: Recording events or details observed after a class session using the material design

Learning Threats	**Listening**	
	Reading and Use of English	The misunderstanding of some Technical vocabulary while they were reading the scenario and the lack of reading strategies as the inference to be able to make a summary of the most relevant of the scenario
	Pronunciation	
	Writing	
	Speaking	
Analysis and interpretation	**What worked well for the students?**	Learners follow the reading in spite when their partners read the scenario line by line.
	What didn't work well?	The reading record form
	How do you know?	26% of learners did not complete it
	What would you change?	The items on the reading record form which were not appropriate to the learners' level of proficiency

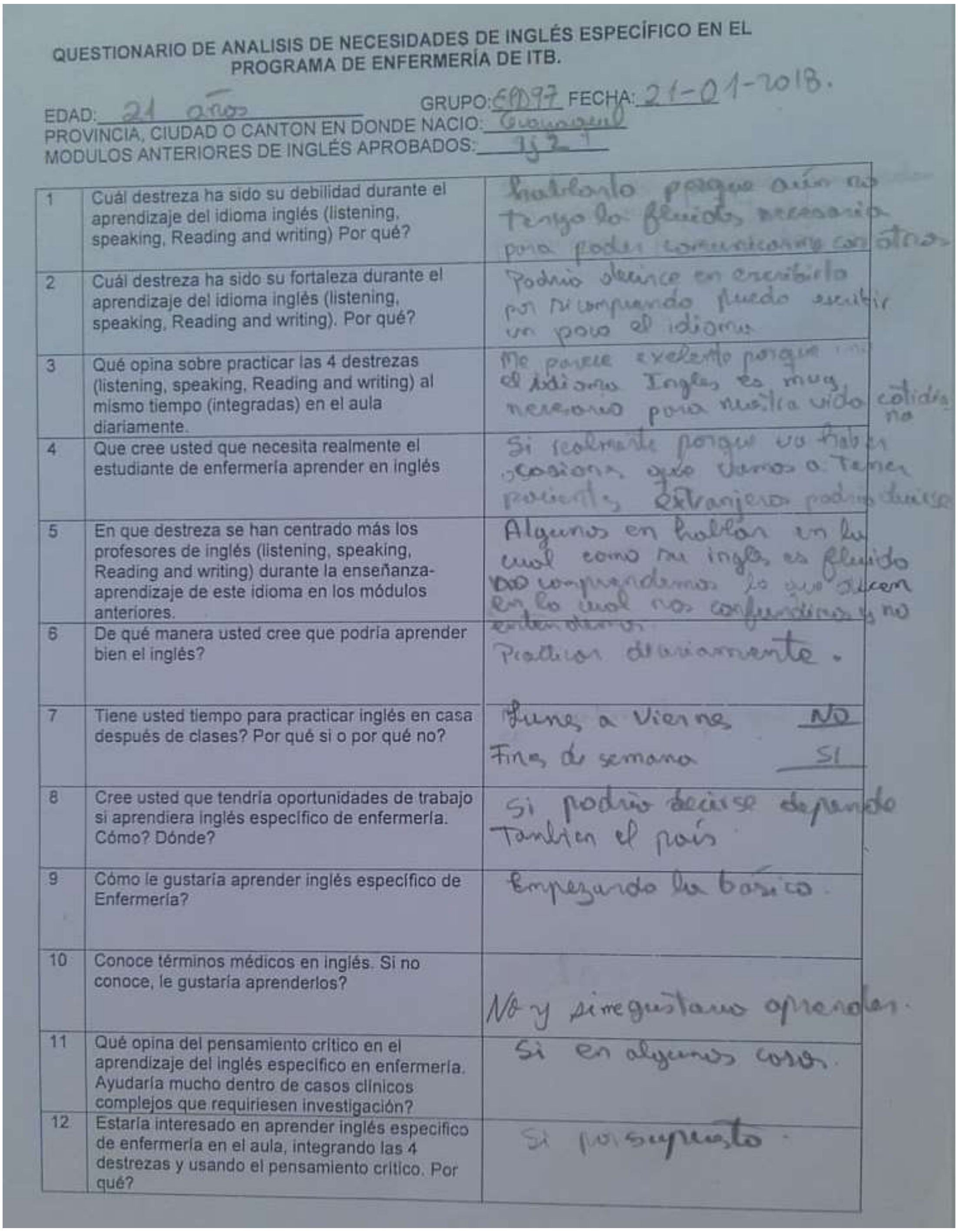
APPENDIX E

QUESTIONARIO DE ANALISIS DE NECESIDADES DE INGLÉS ESPECÍFICO EN EL PROGRAMA DE ENFERMERÍA DE ITB.

EDAD:____________________ GRUPO:_______ FECHA:________
PROVINCIA, CIUDAD O CANTON EN DONDE NACIÓ: _________________
MODULOS ANTERIORES DE INGLÉS APROBADOS: _____________

1	¿Cuál destreza ha sido su debilidad durante el aprendizaje del idioma inglés (listening, speaking, reading and writing? ¿Por qué?	
2	¿Cuál destreza ha sido su fortaleza durante el aprendizaje del idioma inglés (listening, speaking, reading and writing)? ¿Por qué?	
3	¿Qué opina sobre practicar las 4 destrezas (listening, speaking, reading and writing) al mismo tiempo (integradas) en el aula diariamente?	
4	¿Qué cree usted que necesita realmente el estudiante de enfermería aprender en inglés?	
5	¿En que destreza se han centrado más los profesores de inglés (listening, speaking, reading and writing) durante la enseñanza-aprendizaje de este idioma en los módulos anteriores?	
6	¿De qué manera usted cree que podría aprender bien el inglés?	
7	¿Tiene usted tiempo para practicar inglés en casa después de clases? ¿Por qué si o por qué no?	
8	¿Cree Ud. que tendría oportunidades de trabajo si aprendiera inglés específico de enfermería? ¿Cómo? ¿Dónde?	
9	¿Cómo le gustaría aprender inglés específico de Enfermería?	
10	¿Conoce términos médicos en inglés. Si no conoce, le gustaría aprenderlos?	
11	¿Qué opina del pensamiento crítico en el aprendizaje del inglés específico en enfermería? ¿Ayudaría mucho dentro de casos clínicos complejos que requiriesen investigación?	
12	¿Estaría interesado en aprender inglés especifico de enfermería en el aula, integrando las 4 destrezas y usando el pensamiento crítico? ¿Por qué?	

Source: Adapted from Nunan (1985)



QUESTIONARIO DE ANALISIS DE NECESIDADES DE INGLÉS ESPECÍFICO EN EL PROGRAMA DE ENFERMERÍA DE ITB.

EDAD: 21 años GRUPO: EPD97 FECHA: 21-01-2018.
PROVINCIA, CIUDAD O CANTON EN DONDE NACIO: Guayaquil
MODULOS ANTERIORES DE INGLÉS APROBADOS: 1,2

1	Cuál destreza ha sido su debilidad durante el aprendizaje del idioma inglés (listening, speaking, Reading and writing) Por qué?	hablarlo porque aún no Tengo la fluidez necesaria para poder comunicarme con otros
2	Cuál destreza ha sido su fortaleza durante el aprendizaje del idioma inglés (listening, speaking, Reading and writing). Por qué?	Podría alcance en escribirlo por si comprendo puedo escribir un poco el idioma
3	Qué opina sobre practicar las 4 destrezas (listening, speaking, Reading and writing) al mismo tiempo (integradas) en el aula diariamente.	Me parece exelente porque el idioma Ingles es muy necesario para nuestra vida cotidiana
4	Que cree usted que necesita realmente el estudiante de enfermería aprender en inglés	Si realmente porque va haber ocasiones que vamos a Tener pacientes extranjeros podría decirse
5	En que destreza se han centrado más los profesores de inglés (listening, speaking, Reading and writing) durante la enseñanza-aprendizaje de este idioma en los módulos anteriores.	Algunos en hablar en lo cual como su ingles es fluido no comprendemos lo que dicen en lo cual nos confundimos y no entendemos
6	De qué manera usted cree que podría aprender bien el inglés?	Practicar diariamente.
7	Tiene usted tiempo para practicar inglés en casa después de clases? Por qué si o por qué no?	Lunes a Viernes NO Fines de semana SI
8	Cree usted que tendría oportunidades de trabajo si aprendiera inglés específico de enfermería. Cómo? Dónde?	Si podría decirse dependiendo Tambien el país
9	Cómo le gustaría aprender inglés específico de Enfermería?	Empezando lo básico.
10	Conoce términos médicos en inglés. Si no conoce, le gustaría aprenderlos?	No y si me gustaría aprenderlas.
11	Qué opina del pensamiento crítico en el aprendizaje del inglés específico en enfermería. Ayudaría mucho dentro de casos clínicos complejos que requiriesen investigación?	Si en algunos casos.
12	Estaría interesado en aprender inglés específico de enfermería en el aula, integrando las 4 destrezas y usando el pensamiento crítico. Por qué?	Si por supuesto.

APPENDIX F

SURVEY FOR NURSING STUDENTS AT ITB.

Instructions:

- You have received a session of training and your valuable feedback is needed.
- The results of this survey will serve to obtain results and present them in a research project to obtain the Master's Degree in TEFL "
- Be objective and fair-minded in analyzing and evaluating each question.
- All questions must be evaluated, do not leave blanks.
- Mark with "X" in the corresponding boxes.

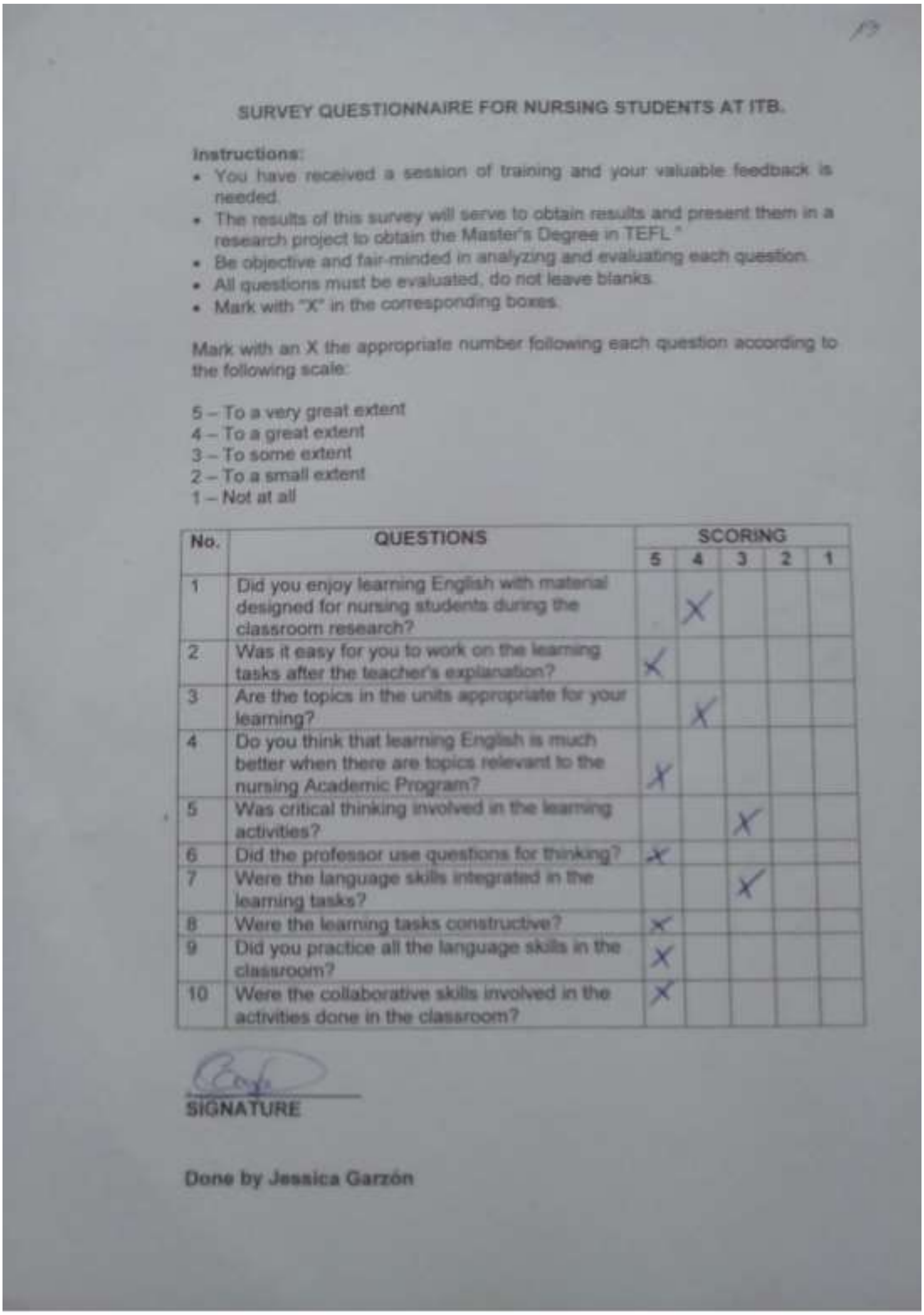
Mark with an X the appropriate number following each question according to the following scale:

5 – To a very great extent
4 – To a great extent
3 – To some extent
2 – To a small extent
1 – Not at all

No.	**QUESTIONS**	**SCORING**				
		5	**4**	**3**	**2**	**1**
1	Did you enjoy learning English with material designed for nursing students during the classroom research?					
2	Was it easy for you to work on the learning tasks after the teacher's explanation?					
3	Are the topics in the units appropriate for your learning?					
4	Do you think that learning English is much better when there are topics relevant to the nursing Academic Program?					
5	Was critical thinking involved in the learning activities?					
6	Did the professor use questions for thinking?					
7	Were the language skills integrated in the learning tasks?					
8	Were the learning tasks constructive?					
9	Did you practice all the language skills in the classroom?					
10	Were the collaborative skills involved in the activities done in the classroom?					

____
SIGNATURE

Source: Adapted from Dudley-Evans & St John (1998).



13

SURVEY QUESTIONNAIRE FOR NURSING STUDENTS AT ITB.

Instructions:

- You have received a session of training and your valuable feedback is needed.
- The results of this survey will serve to obtain results and present them in a research project to obtain the Master's Degree in TEFL."
- Be objective and fair-minded in analyzing and evaluating each question.
- All questions must be evaluated, do not leave blanks.
- Mark with "X" in the corresponding boxes.

Mark with an X the appropriate number following each question according to the following scale:

5 – To a very great extent
4 – To a great extent
3 – To some extent
2 – To a small extent
1 – Not at all

No.	QUESTIONS	SCORING				
		5	4	3	2	1
1	Did you enjoy learning English with material designed for nursing students during the classroom research?		X			
2	Was it easy for you to work on the learning tasks after the teacher's explanation?	X				
3	Are the topics in the units appropriate for your learning?		X			
4	Do you think that learning English is much better when there are topics relevant to the nursing Academic Program?	X				
5	Was critical thinking involved in the learning activities?			X		
6	Did the professor use questions for thinking?	X				
7	Were the language skills integrated in the learning tasks?			X		
8	Were the learning tasks constructive?	X				
9	Did you practice all the language skills in the classroom?	X				
10	Were the collaborative skills involved in the activities done in the classroom?	X				

SIGNATURE

Done by Jessica Garzón

APPENDIX G

INTERVIEW QUESTIONNAIRES

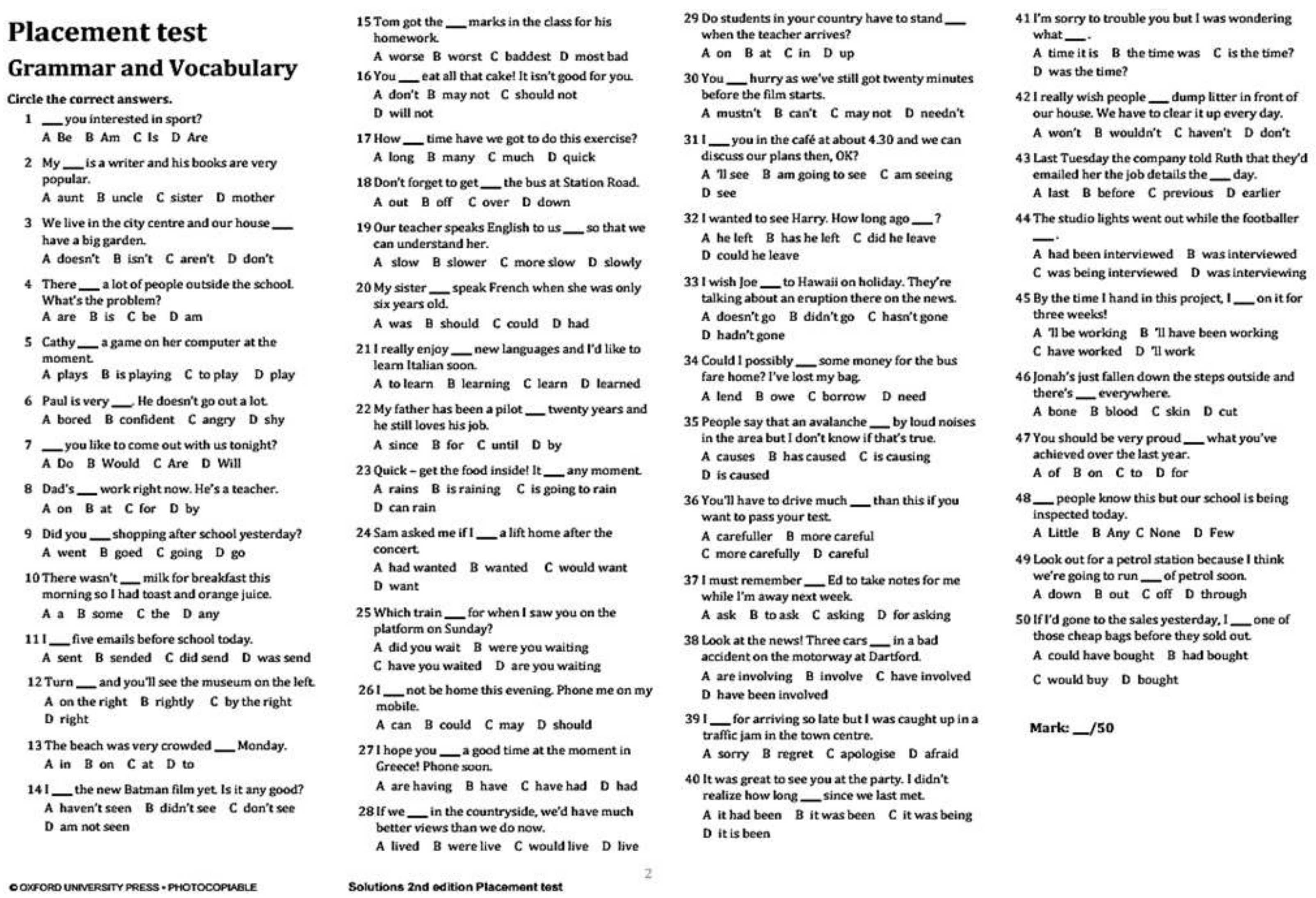
To Mr. Carlos Torres, professor observer:

1. What is your opinion about the classes given these days to your nursing learners?
2. What is the difference between the material designed for nursing learners and the material used to teach English at the moment?
3. What is your recommendation to improve the material designed for nursing learners?

To Mr. Mario Bonilla, Coordinator of English professors and General Manager of the Buckingham English Center.

1. What is your opinion about the material designed for nursing students used during the three-day teaching sessions?
2. Is there any material or textbook at Buckingham English Center for nursing students? If so, tell me the differences between your material and the material used during the three-day teaching sessions.
3. What do you think about teaching English for Specific Purposes in the Nursing Academic Program where students can be critical and communicative?
4. Do you consider that the material currently used for the teaching-learning process is a great help for nursing students?
5. Does the material currently used for the Nursing Academic Program have activities which help students develop the critical thinking skill?

APPENDIX H



Placement test

Grammar and Vocabulary

Circle the correct answers.

1 ___ you interested in sport?
A Be B Am C Is D Are

2 My ___ is a writer and his books are very popular.
A aunt B uncle C sister D mother

3 We live in the city centre and our house ___ have a big garden.
A doesn't B isn't C aren't D don't

4 There ___ a lot of people outside the school. What's the problem?
A are B is C be D am

5 Cathy ___ a game on her computer at the moment.
A plays B is playing C to play D play

6 Paul is very ___. He doesn't go out a lot.
A bored B confident C angry D shy

7 ___ you like to come out with us tonight?
A Do B Would C Are D Will

8 Dad's ___ work right now. He's a teacher.
A on B at C for D by

9 Did you ___ shopping after school yesterday?
A went B goed C going D go

10 There wasn't ___ milk for breakfast this morning so I had toast and orange juice.
A a B some C the D any

11 I ___ five emails before school today.
A sent B sended C did send D was send

12 Turn ___ and you'll see the museum on the left.
A on the right B rightly C by the right
D right

13 The beach was very crowded ___ Monday.
A in B on C at D to

14 I ___ the new Batman film yet. Is it any good?
A haven't seen B didn't see C don't see
D am not seen

15 Tom got the ___ marks in the class for his homework.
A worse B worst C baddest D most bad

16 You ___ eat all that cake! It isn't good for you.
A don't B may not C should not
D will not

17 How ___ time have we got to do this exercise?
A long B many C much D quick

18 Don't forget to get ___ the bus at Station Road.
A out B off C over D down

19 Our teacher speaks English to us ___ so that we can understand her.
A slow B slower C more slow D slowly

20 My sister ___ speak French when she was only six years old.
A was B should C could D had

21 I really enjoy ___ new languages and I'd like to learn Italian soon.
A to learn B learning C learn D learned

22 My father has been a pilot ___ twenty years and he still loves his job.
A since B for C until D by

23 Quick – get the food inside! It ___ any moment.
A rains B is raining C is going to rain
D can rain

24 Sam asked me if I ___ a lift home after the concert.
A had wanted B wanted C would want
D want

25 Which train ___ for when I saw you on the platform on Sunday?
A did you wait B were you waiting
C have you waited D are you waiting

26 I ___ not be home this evening. Phone me on my mobile.
A can B could C may D should

27 I hope you ___ a good time at the moment in Greece! Phone soon.
A are having B have C have had D had

28 If we ___ in the countryside, we'd have much better views than we do now.
A lived B were live C would live D live

29 Do students in your country have to stand ___ when the teacher arrives?
A on B at C in D up

30 You ___ hurry as we've still got twenty minutes before the film starts.
A mustn't B can't C may not D needn't

31 I ___ you in the café at about 4.30 and we can discuss our plans then, OK?
A 'll see B am going to see C am seeing
D see

32 I wanted to see Harry. How long ago ___?
A he left B has he left C did he leave
D could he leave

33 I wish Joe ___ to Hawaii on holiday. They're talking about an eruption there on the news.
A doesn't go B didn't go C hasn't gone
D hadn't gone

34 Could I possibly ___ some money for the bus fare home? I've lost my bag.
A lend B owe C borrow D need

35 People say that an avalanche ___ by loud noises in the area but I don't know if that's true.
A causes B has caused C is causing
D is caused

36 You'll have to drive much ___ than this if you want to pass your test.
A carefuller B more careful
C more carefully D careful

37 I must remember ___ Ed to take notes for me while I'm away next week.
A ask B to ask C asking D for asking

38 Look at the news! Three cars ___ in a bad accident on the motorway at Dartford.
A are involving B involve C have involved
D have been involved

39 I ___ for arriving so late but I was caught up in a traffic jam in the town centre.
A sorry B regret C apologise D afraid

40 It was great to see you at the party. I didn't realize how long ___ since we last met.
A it had been B it was been C it was being
D it is been

41 I'm sorry to trouble you but I was wondering what ___.
A time it is B the time was C is the time?
D was the time?

42 I really wish people ___ dump litter in front of our house. We have to clear it up every day.
A won't B wouldn't C haven't D don't

43 Last Tuesday the company told Ruth that they'd emailed her the job details the ___ day.
A last B before C previous D earlier

44 The studio lights went out while the footballer ___.
A had been interviewed B was interviewed
C was being interviewed D was interviewing

45 By the time I hand in this project, I ___ on it for three weeks!
A 'll be working B 'll have been working
C have worked D 'll work

46 Jonah's just fallen down the steps outside and there's ___ everywhere.
A bone B blood C skin D cut

47 You should be very proud ___ what you've achieved over the last year.
A of B on C to D for

48 ___ people know this but our school is being inspected today.
A Little B Any C None D Few

49 Look out for a petrol station because I think we're going to run ___ of petrol soon.
A down B out C off D through

50 If I'd gone to the sales yesterday, I ___ one of those cheap bags before they sold out.
A could have bought B had bought
C would buy D bought

Mark: __/50

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Solutions 2nd edition Placement test

2

Placement test

Reading

Read the text.

An unusual job!

Have you seen a football match recently? If you have, I'm sure that you heard lots of comments about the referee as well as about the players! Referees have a very difficult job. They have to make quick and important decisions in the middle of a fast-moving game. And, of course, there are thousands of people shouting at them too. The crowd is never happy when the ref sends off their favourite player. Also, in football today there still isn't the same technology as there is in other sports, like tennis. The job can get even more difficult when you're a woman who is refereeing a men's match!

There is no reason why there should not be the same number of male and female referees in the sport today. However, the number of female refs is still very low – particularly at the highest levels of professional football. This is something that one woman, Pat Dunn, who died in 1999, would have been very sad about.

Pat was the first woman in the UK to referee a men's football match but she wasn't allowed to do this for a long time. Pat was a strong supporter of women's rights in sport and became President of the Ladies' Football Association in 1969. Then she decided to train to be a referee. For a long time the Football Association refused to give her a certificate although she had passed the exams. But Pat continued fighting and she finally got permission in 1976. The next month she became famous when she refereed her first official FA game. Pat became a very good and successful referee and even saved a footballer's life. She helped him when he was injured during a match!

Today there are some famous female referees, like Bibiana Steinhaus from Germany who has just refereed the final of the Women's Football World Cup. Bibiana decided to become a referee at the age of 16 and later was the first female referee in the German men's professional league. But there are only a few like her.

Football is still mainly a men's game – both for players and referees. But for how long? Will we see more women referees in the future? We'd like to know what YOU think. So, please go online and leave a comment on our website. We'll print the most interesting ones in the magazine next week.

1 Are the sentences true (*T*) or false (*F*)?

1 The article is from a magazine. ___
2 The writer says that women are better referees than men. ___
3 Pat Dunn is still alive today. ___
4 Pat didn't get her referee certificate immediately. ___
5 Bibiana Steinhaus played in a football final. ___

2 Choose the best answers.

1 Referees have a difficult job because…
   A they need to run fast.
   B the players shout at them.
   C they have to think quickly.

2 In the sport of tennis…
   A they use more technology.
   B there are more women players.
   C there are bigger crowds.

3 Who was Pat Dunn?
   A A woman football player.
   B A nurse at football matches.
   C An important member of the Ladies' Football Association.

4 When was the first female referee in the UK appointed?
   A 1969
   B 1976
   C 1999

5 Bibiana Steinhaus…
   A wanted to be a referee when she was a teenager.
   B recently refereed a men's football final.
   C plays in the top women's league.

Mark: __/10

Writing

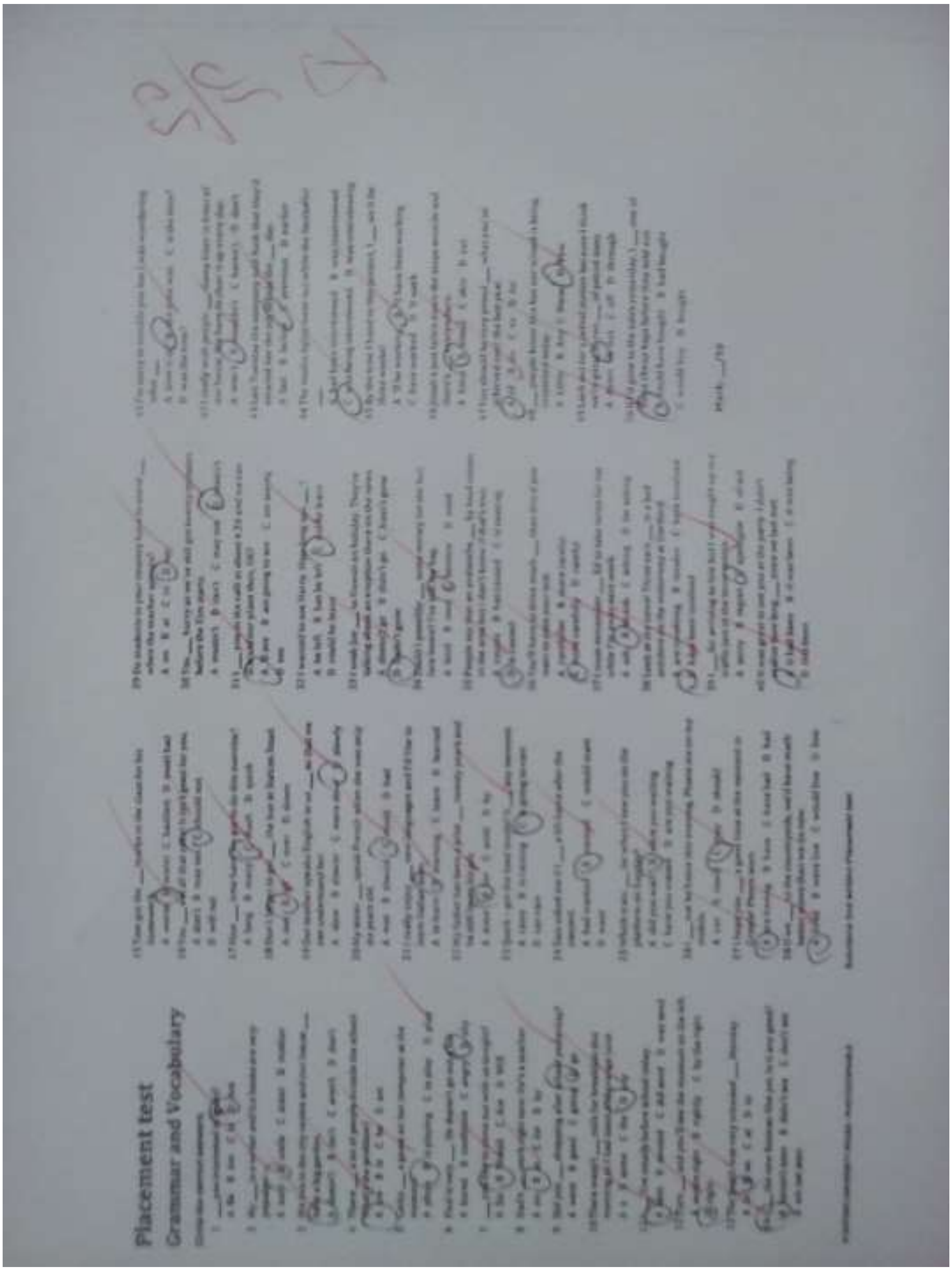
Imagine you went to your capital city on a day trip. Write an e-mail to your friend telling him/her about the day. Include information about the journey there, the people you went with, what you did and what you bought.

Mark: __/10

Total: __/70

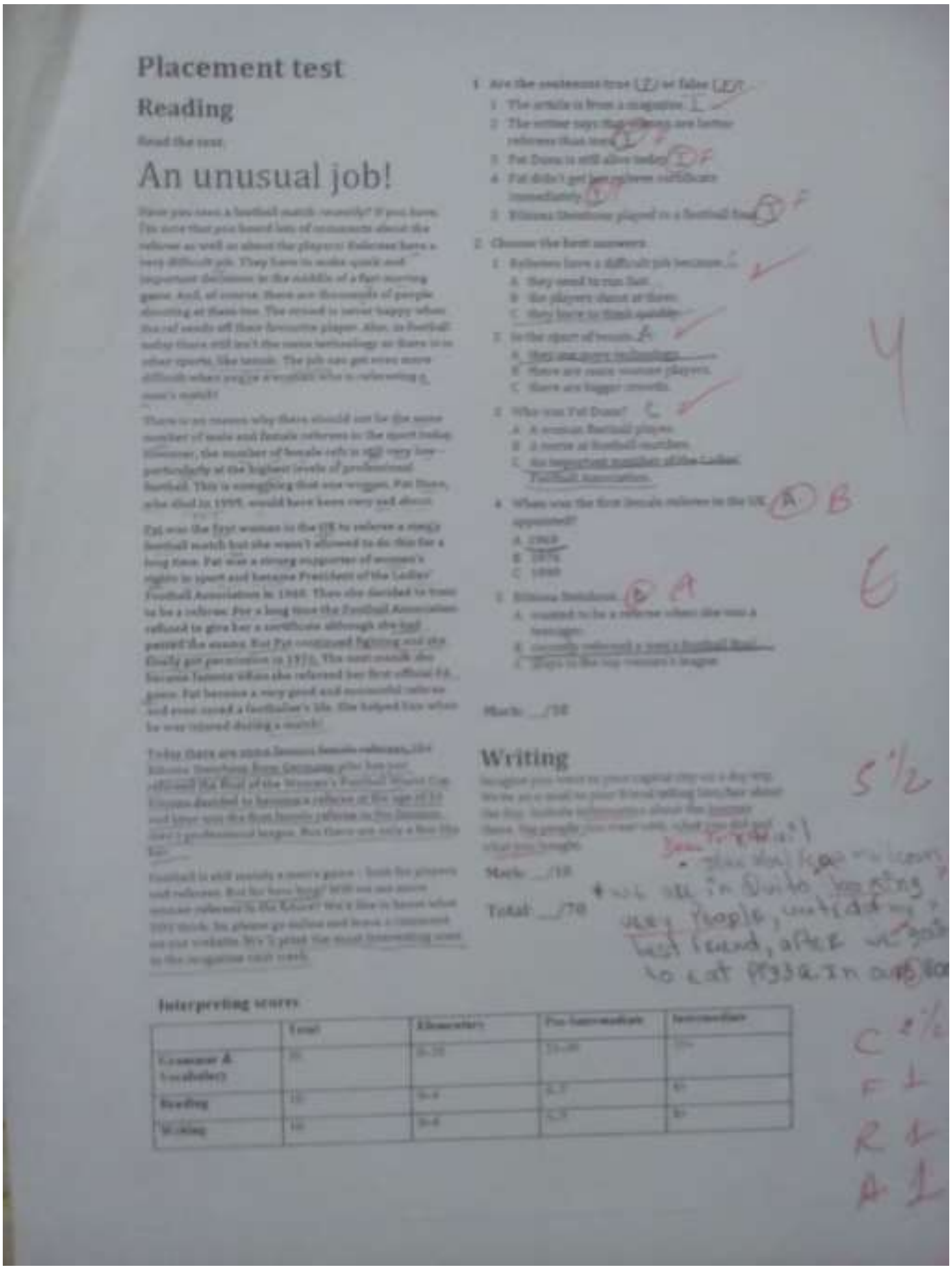
Interpreting scores

	Total	**Elementary**	**Pre-Intermediate**	**Intermediate**
Grammar & Vocabulary	50	0–20	21–30	31+
Reading	10	0–4	5–7	8+
Writing	10	0–4	5–7	8+



Placement test

Grammar and Vocabulary



Placement test

Reading

An unusual job!

Writing

Interpreting scores

APPENDIX I

UNIT 1 THE NURSING PROFESSION

Objectives of this Unit:

- **Swapping information about positive and negative aspects of the Nursing Programme in your college.**
- **Listening to recording and inferring answers.**
- **Reading and completing a table.**
- **Finding and categorizing content and structure words**
- **Labelling the correct type of word**
- **Identifying the correct term in a sentence.**
- **Composing a text in teams about the enrolment of undergraduates to the Nursing Academic Programme in Higher Education.**

WARM-UP

1. Share ideas with a classmate about how the Nursing Academic Programme in your college is. (positive and negative aspects)

ASPECTS	YOU	YOUR PARTNER
POSITIVE		
NEGATIVE		

LISTENING

2. Listen to three women and write K for Kristian, L for Liam and N for Neil next to these questions.

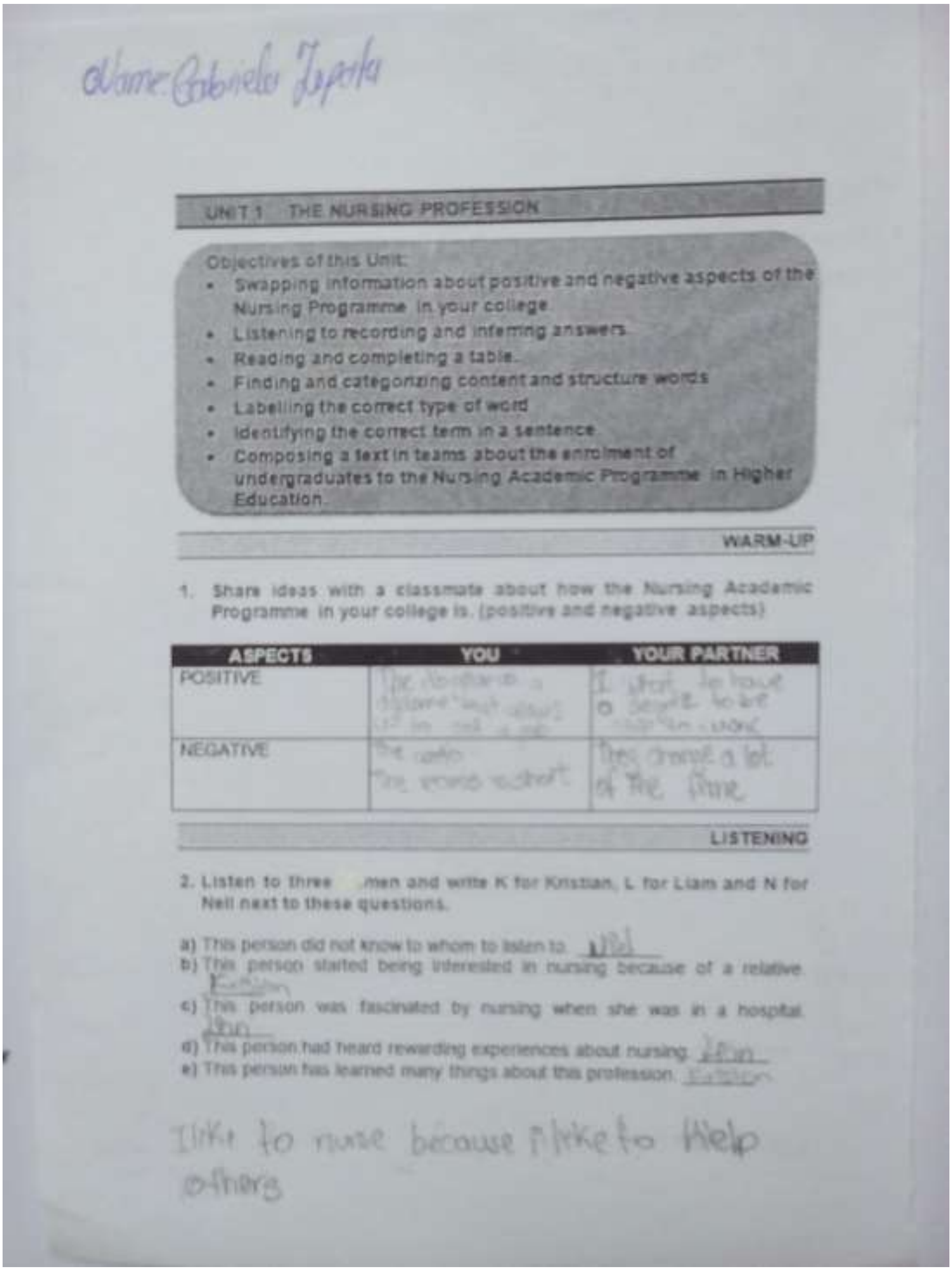
a) This person did not know to whom to listen to. _________

b) This person started being interested in nursing because of a relative. _______

c) This person was fascinated by nursing when she was in a hospital. ________

d) This person had heard rewarding experiences about nursing. ________

e) This person has learned many things about this profession. ________



Name: Gabriela Zapata

UNIT 1 THE NURSING PROFESSION

Objectives of this Unit:

- Swapping information about positive and negative aspects of the Nursing Programme in your college.
- Listening to recording and inferring answers.
- Reading and completing a table.
- Finding and categorizing content and structure words
- Labelling the correct type of word
- Identifying the correct term in a sentence
- Composing a text in teams about the enrolment of undergraduates to the Nursing Academic Programme in Higher Education.

WARM-UP

1. Share ideas with a classmate about how the Nursing Academic Programme in your college is. (positive and negative aspects)

ASPECTS	YOU	YOUR PARTNER
POSITIVE	[illegible]	[illegible]
NEGATIVE	The [illegible] The [illegible]	They change a lot of the time

LISTENING

2. Listen to three men and write K for Kristian, L for Liam and N for Neil next to these questions.

a) This person did not know to whom to listen to. Nel

b) This person started being interested in nursing because of a relative. Kristian

c) This person was fascinated by nursing when she was in a hospital. Lian

d) This person had heard rewarding experiences about nursing. Lian

e) This person has learned many things about this profession. Kristian

I like to nurse because I like to Help others

APPENDIX J

UNIT 5 NURSING & FORMS

Objectives of this Unit:

- Identifying types of information in a form.
- Listening to a person and completing personal information of a patient.
- Finding information in a medical scenario to complete a patient record.
- Checking understanding of the details in a patient record.
- Conjugating the "verb be" into different tenses.
- Creating a medical scenario using the "verb be" correctly and the appropriate vocabulary.
- Identifying the main stress in a selection of words.

READING AND USE OF ENGLISH

3. Read the scenario and complete the form.

A nine-year old boy was in the Out-patient Clinic with a rash on his head and it spread down his body and extremities. It was on April 15th, 2016. His name was Peter Barton. His date of birth is 5 May 2007. He was living with his parents in Castlefield, Manchester M6 7DE on View Mansions Avenue. His NHS Number was 6654809775. His Hospital Number was 1176565F. His General Practitioner was John Davidson. His symptoms were fever, cough and a runny nose which he had suffered from for five days. Also, he complained of some small, irregular red spots with a central grey colour on his buccal mucosa, and erythematous and maculopapular in quality. On examination, his temperature was 38.2 C(100.7 F), blood pressure was 88/56 mm Hg., pulse was 76/min., and his respirations were about 16/min. In addition, the patient responded to Antibiotics, vitamin A, OTC (acetaminophen, ibuprofen or naproxen) to relieve the fever. The patient had spent several days in California where there was an outbreak of measles.

PATIENT RECORD	
PATIENT DETAILS	**Name:** **DOB:** **Hospital Number:** **NHS number** **Address** **Date:** **GP:**
BACKGROUND	**Onset :** **Symptoms :**
O/E:	**Temperature:** **Blood pressure:** **Pulse:** **Respiration :**
SOCIAL CIRCUMSTANCES	

4. Look at the form again and complete the table

READING RECORD FORM

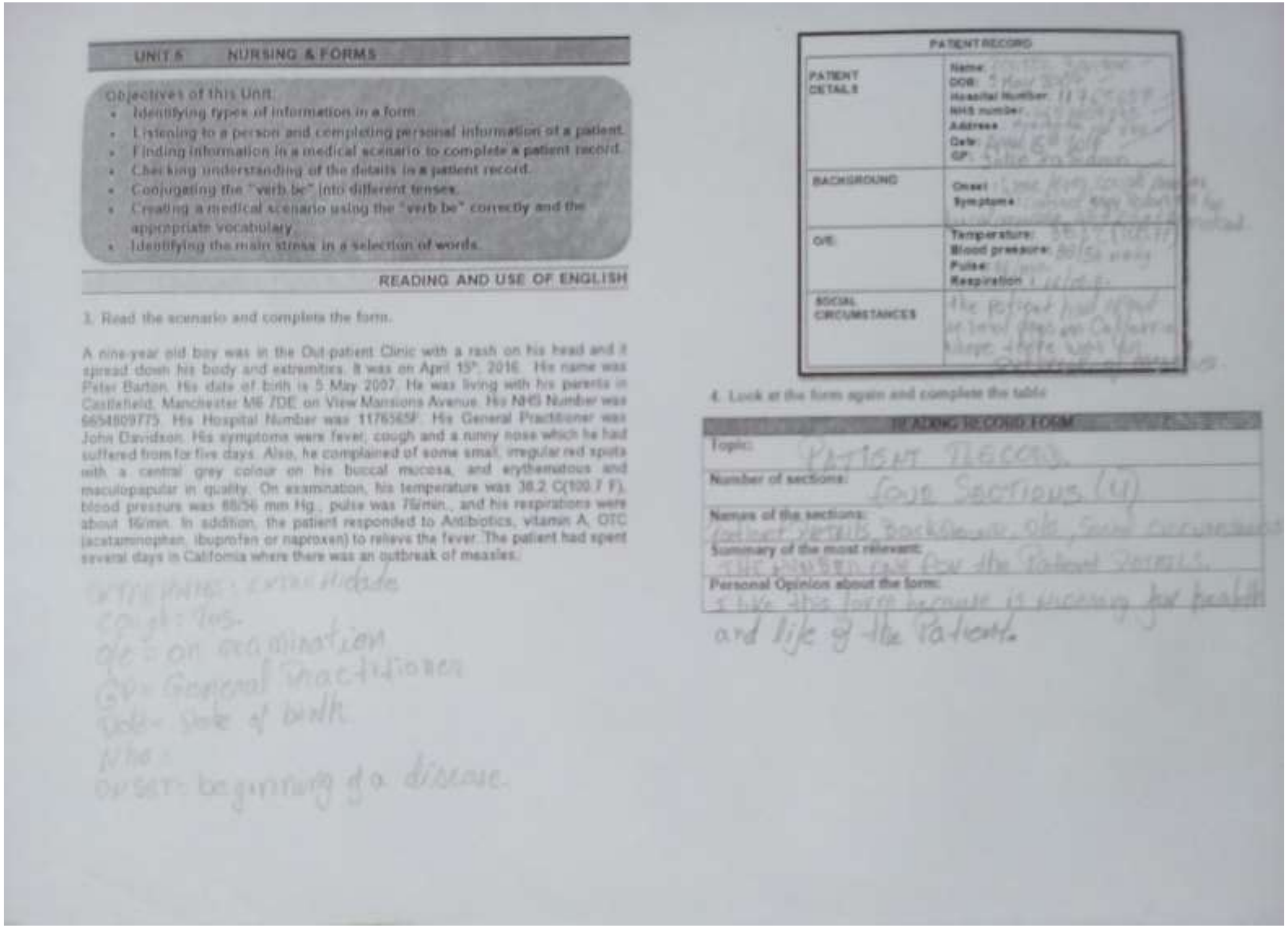
Topic:

Number of sections:

Names of the sections:

Summary of the most relevant:

Personal Opinion about the form:



UNIT 6 NURSING & FORMS

Objectives of this Unit:

- Identifying types of information in a form.
- Listening to a person and completing personal information of a patient.
- Finding information in a medical scenario to complete a patient record.
- Checking understanding of the details in a patient record.
- Conjugating the "verb be" into different tenses.
- Creating a medical scenario using the "verb be" correctly and the appropriate vocabulary.
- Identifying the main stress in a selection of words.

READING AND USE OF ENGLISH

3. Read the scenario and complete the form.

A nine-year old boy was in the Out-patient Clinic with a rash on his head and it spread down his body and extremities. It was on April 15th, 2016. His name was Peter Barton. His date of birth is 5 May 2007. He was living with his parents in Castlefield, Manchester M6 7DE on View Mansions Avenue. His NHS Number was 6654809775. His Hospital Number was 1176565F. His General Practitioner was John Davidson. His symptoms were fever, cough and a runny nose which he had suffered from for five days. Also, he complained of some small, irregular red spots with a central grey colour on his buccal mucosa, and erythematous and maculopapular in quality. On examination, his temperature was 38.2 C(100.7 F), blood pressure was 88/56 mm Hg., pulse was 75/min., and his respirations were about 16/min. In addition, the patient responded to Antibiotics, vitamin A, OTC (acetaminophen, ibuprofen or naproxen) to relieve the fever. The patient had spent several days in California where there was an outbreak of measles.

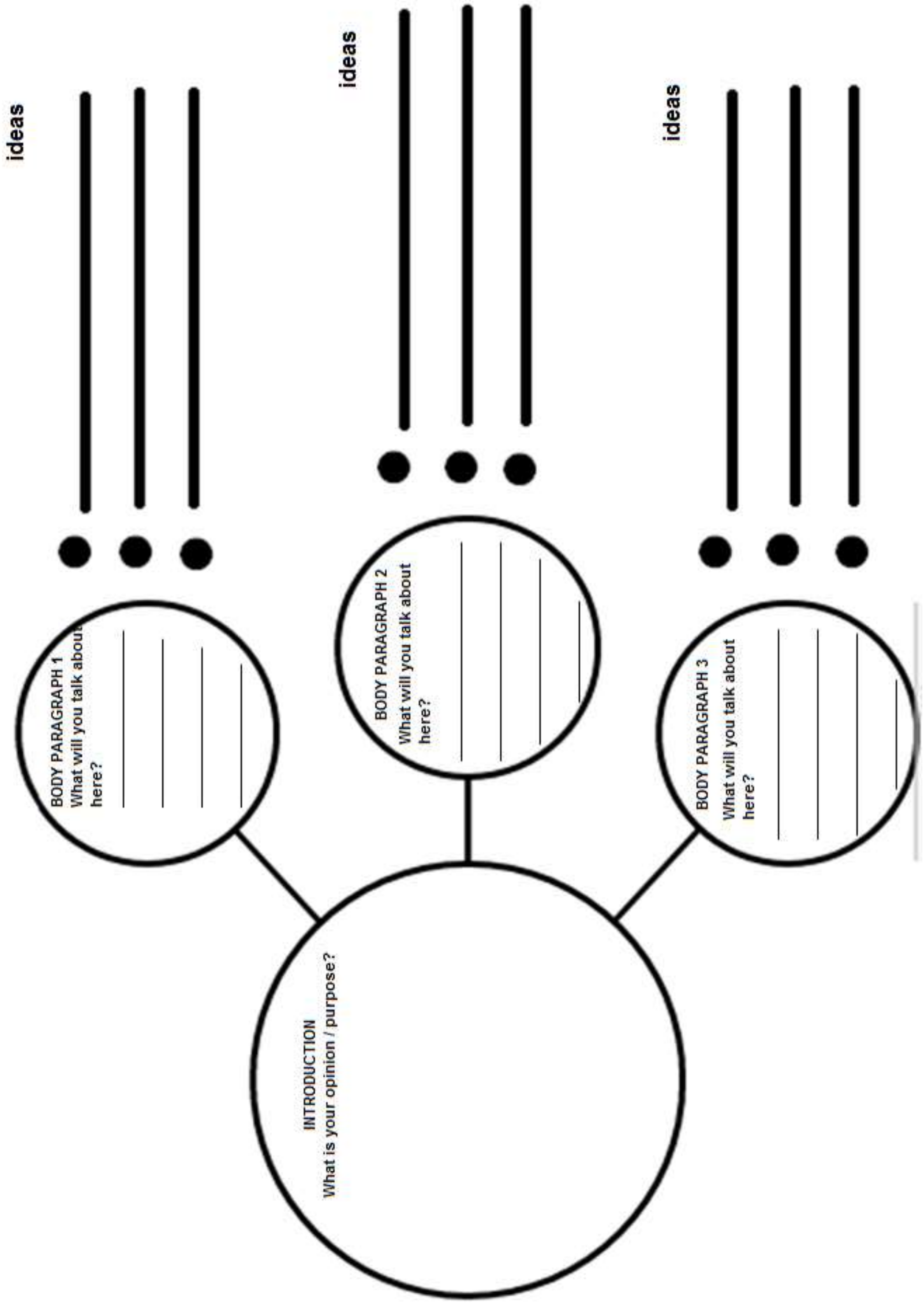
extremities: extremidade
cough: tos.
o/e = on examination
GP= General Practitioner
DOB= date of birth
NHS:
onset= beginning of a disease.

PATIENT RECORD	
PATIENT DETAILS	Name: [illegible] DOB: 5 May 2007 Hospital Number: 1176565F NHS number: [illegible] Address: [illegible] Date: April 15th 2016 GP: John Davidson
BACKGROUND	Onset: [illegible] Symptoms: [illegible]
O/E	Temperature: 38.2 C(100.7 F) Blood pressure: 88/56 mmHg Pulse: [illegible] Respiration: 16/min
SOCIAL CIRCUMSTANCES	the patient had spent several days on California where there was an outbreak of measles.

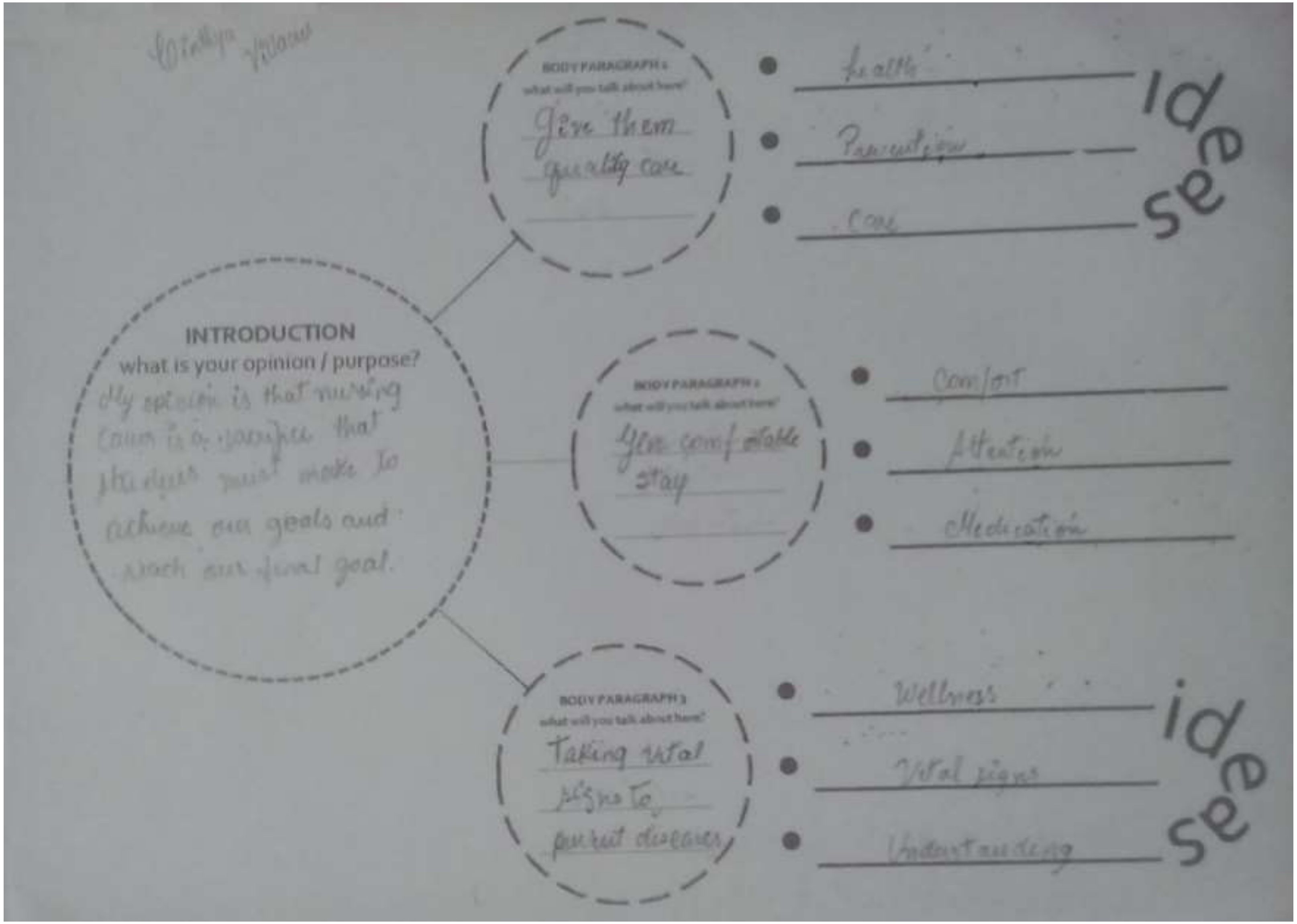
4. Look at the form again and complete the table

READING RECORD FORM
Topic: PATIENT RECORD.
Number of sections: four Sections (4)
Names of the sections: patient details, background, o/e, social circumstances
Summary of the most relevant: THE [illegible] for the Patient Details.
Personal Opinion about the form: I like this form because is necessary for health and life of the Patient.

APPENDIX K


ideas
ideas
ideas
BODY PARAGRAPH 1
What will you talk about here?
BODY PARAGRAPH 2
What will you talk about here?
BODY PARAGRAPH 3
What will you talk about here?
INTRODUCTION
What is your opinion / purpose?

Source: International House (2016)



[illegible]

INTRODUCTION

what is your opinion / purpose?

My opinion is that nursing care is a sacrifice that students must make to achieve our goals and reach our final goal.

BODY PARAGRAPH 1

what will you talk about here?

Give them quality care

- Health
- Prevention
- Care

ideas

BODY PARAGRAPH 2

what will you talk about here?

Give comfortable stay

- Comfort
- Attention
- Medication

BODY PARAGRAPH 3

what will you talk about here?

Taking vital signs to protect diseases

- Wellness
- Vital signs
- Understanding

ideas

APPENDIX L

WRITING

The history of the nursing profession
Retrieved from: https://blog.oup.com

Throughout history, nurses have been the unsung heroes of the medical profession. President Dwight D. Eisenhower, for instance, refused to proclaim a “Nurses’ Day” in spite of a request made by Dorothy Sutherland, an official with the US Department of Health, Education, and Welfare in 1953. More than two decades later, however, the International Council of Nurses (ICN), succeeded in establishing International Nurses Day on the anniversary of the birth of Florence Nightingale, a 19th century wartime nurse considered the founder of modern nursing.

Today, patients, students, and medical practitioners around the world celebrate nurses, both in the present and throughout history, each 12 May. In honor of this awareness day, the timeline below highlights nurses throughout history that have made an impact on the nursing profession as well as their social and political surroundings. From Georgeanna Bacon to Muriel Powell, these nurses not only cared for patients, but also for their fellow nurses and community. In doing so, they have taken the nursing profession as one step further and shown that a true caretaker’s calling is not merely contained within the walls of a health care institution.

Phrases or words for writing styles

These are useful expressions for writing essays, articles, review, etc., because they help writers give additional meaning to their writings. Some of them are:

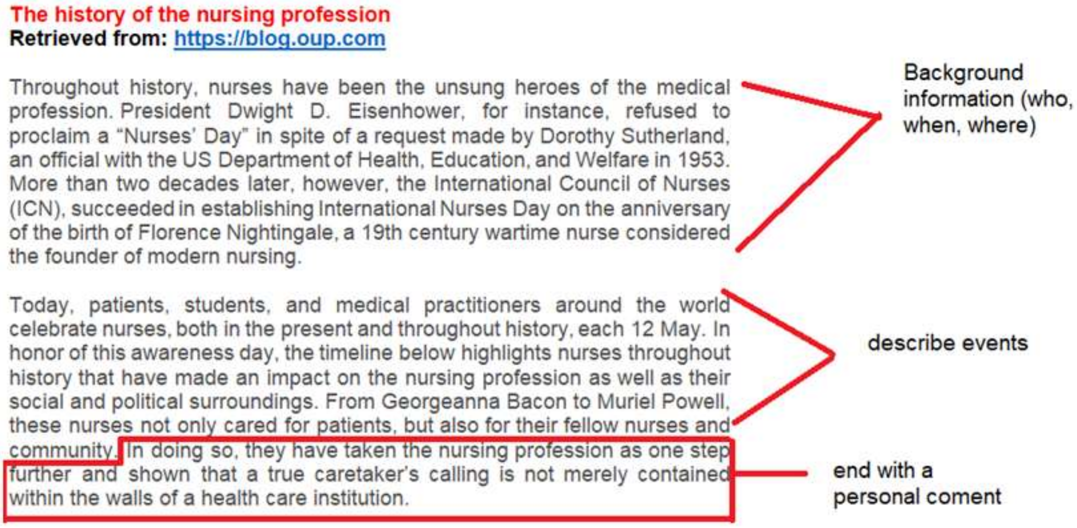
Throughout.., / In spite of - For instance, / More than … later, / However, / In honor of / As well as / From…to / But also / In doing so, / Today, / Not only

7. Write a statement of about 100 words in group about how the Ecuadorian students enrol to study the Nursing Profession.

Determine in your statement: The topic, the main idea and the aim or purpose.

FACTUAL TEXT (inform, instruct and persuade)

FACTUAL RECOUNT



The history of the nursing profession
Retrieved from: https://blog.oup.com

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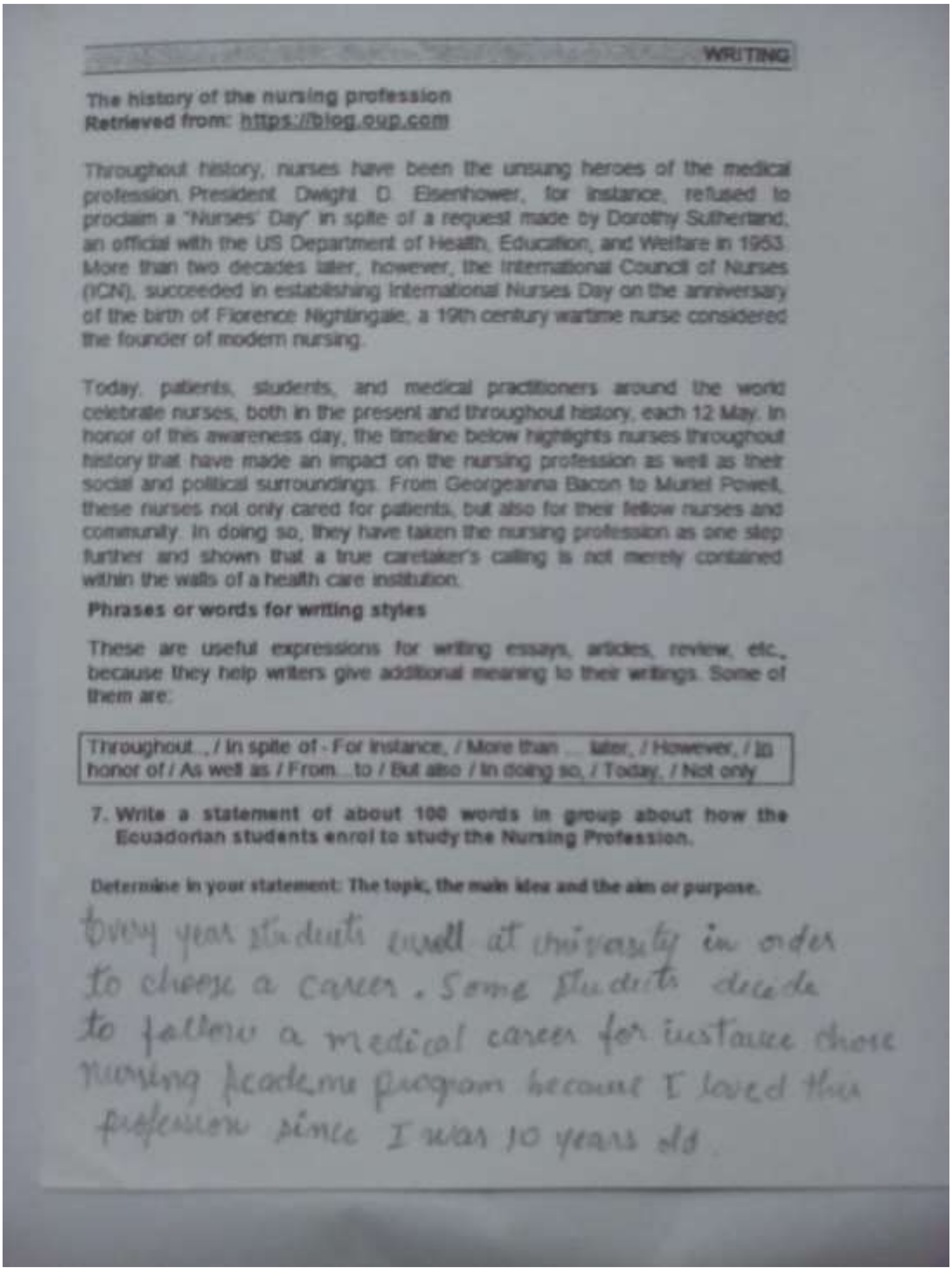
Background information (who, when, where)

describe events

end with a personal coment



WRITING

The history of the nursing profession
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7. Write a statement of about 100 words in group about how the Ecuadorian students enrol to study the Nursing Profession.

Determine in your statement: The topic, the main idea and the aim or purpose.

Every year students enroll at university in order to choose a career. Some students decide to follow a medical career for instance chose nursing academic program because I loved this profession since I was 10 years old.

APPENDIX M

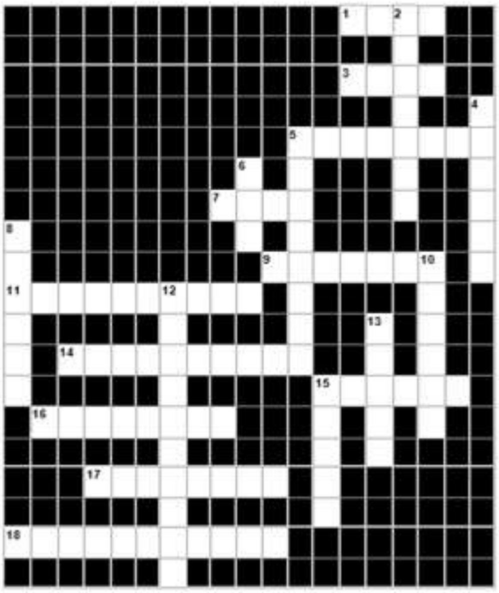
SYNONYMS

These are words that have the same or almost the same meaning as other words in the same language.

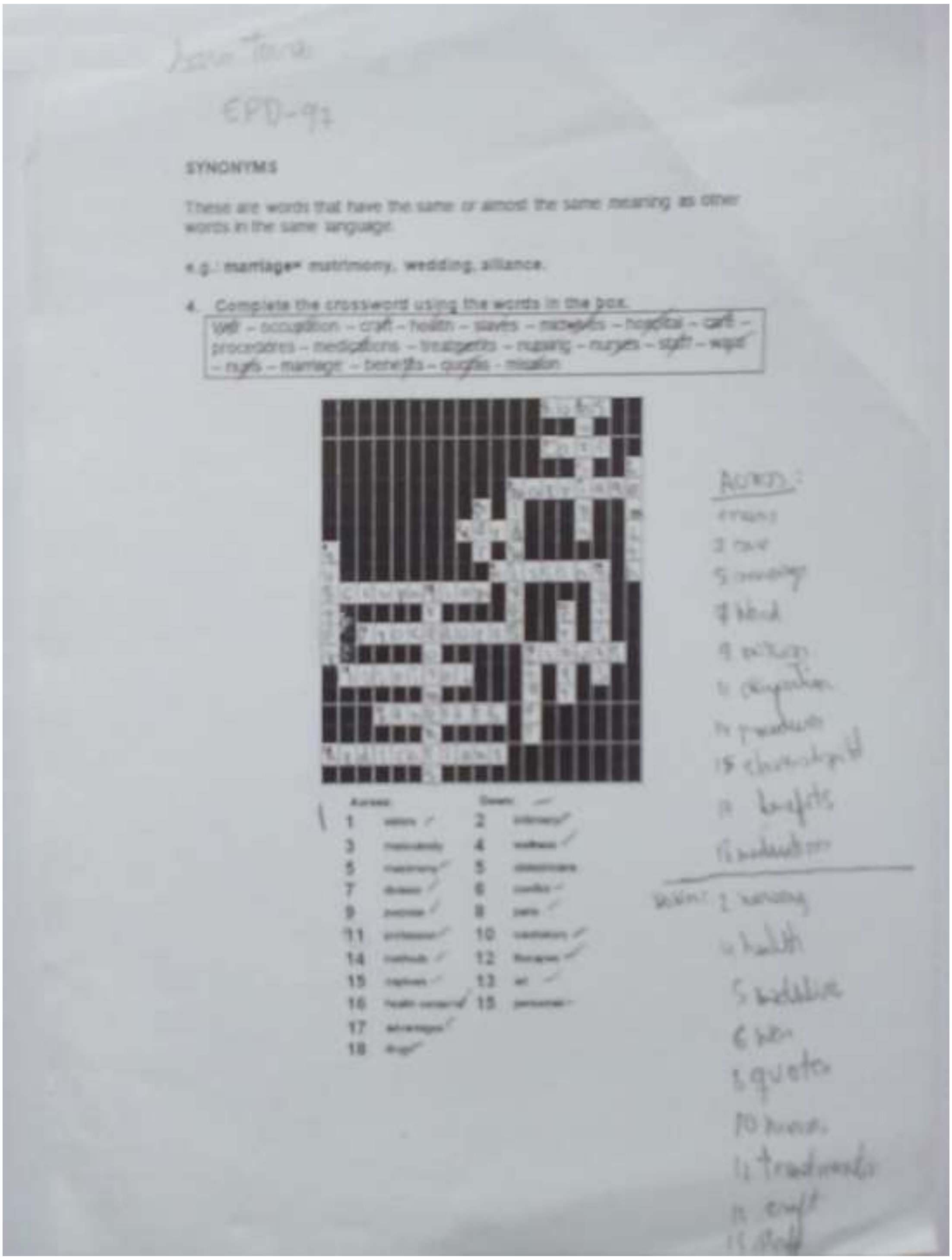
e.g.: **marriage=** **matrimony**, **wedding**, **alliance**.

4. Complete the crossword using the words in the box.

War – occupation – craft – health – slaves – midwives – hospital – care – procedures – medications – treatments – nursing – nurses – staff – ward – nuns – marriage – benefits – quotas - mission



Across:		Down:	
1	sisters	2	infirmary
3	meticulosity	4	wellness
5	matrimony	5	obstetricians
7	division	6	conflict
9	purpose	8	parts
11	profession	10	caretakers
14	methods	12	therapies
15	captives	13	art
16	health center/re	15	personnel
17	advantages		
18	drugs		



[illegible]

EPD-97

SYNONYMS

These are words that have the same or almost the same meaning as other words in the same language.

e.g.: **marriage**= **matrimony, wedding, alliance.**

4. Complete the crossword using the words in the box.

[illegible] – occupation – craft – health – slaves – midwives – hospital – cure – procedures – medications – treatments – nursing – nurses – staff – [illegible] – [illegible] – marriage – benefits – quotas – mission

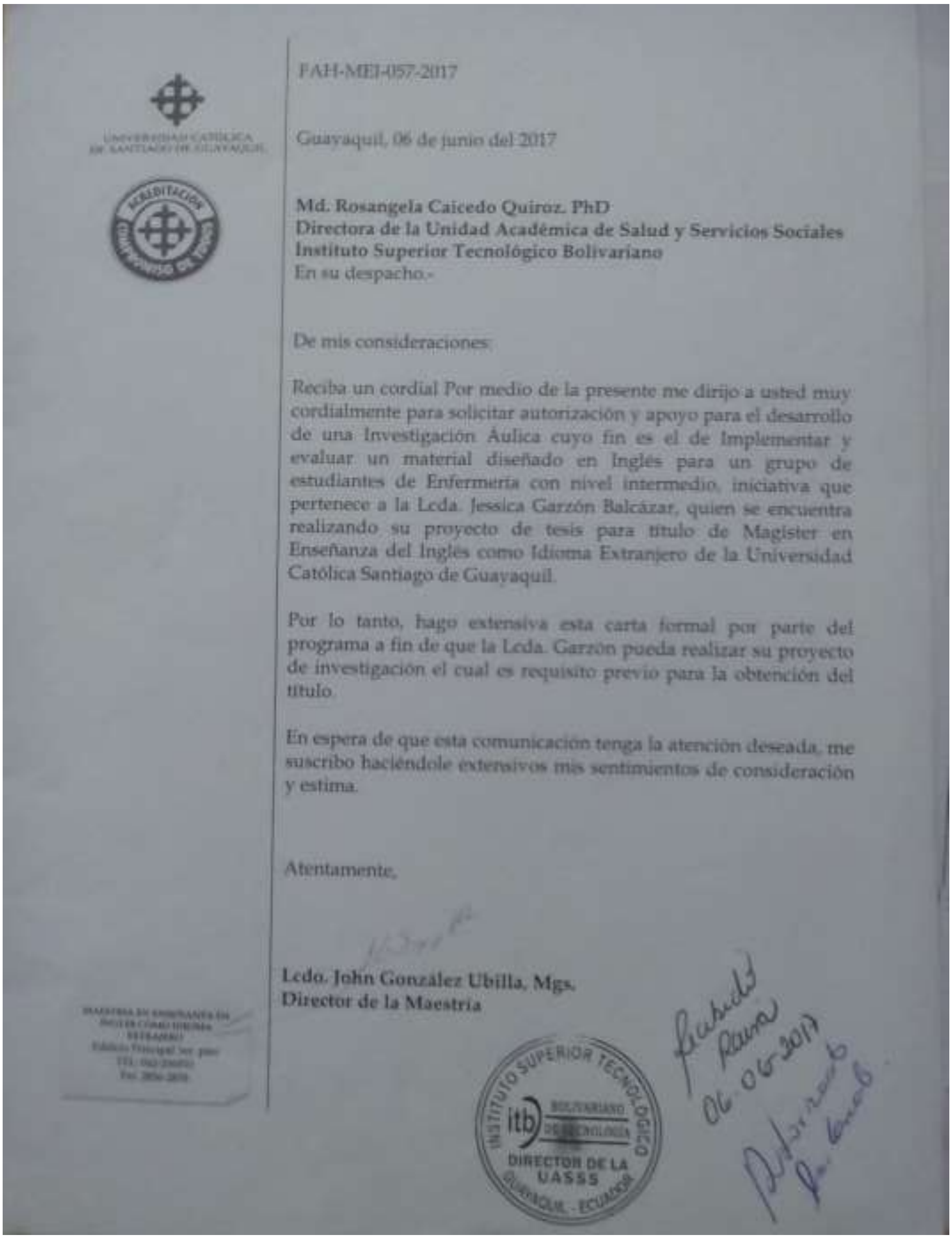
Across:
1 [illegible] ✓
3 [illegible]
5 [illegible] ✓
7 [illegible] ✓
9 [illegible] ✓
11 [illegible] ✓
14 [illegible] ✓
15 [illegible] ✓
16 [illegible] ✓
17 [illegible] ✓
18 [illegible] ✓

Down: ✓
2 [illegible] ✓
4 [illegible] ✓
5 [illegible]
6 [illegible] ✓
8 [illegible] ✓
10 [illegible] ✓
12 [illegible] ✓
13 [illegible] ✓
15 [illegible]

Across:
[illegible]
3 cure
5 marriage
[illegible]
9 [illegible]
11 occupation
14 procedures
[illegible]
17 benefits
18 medications

Down: 2 nursing
4 health
5 midwives
6 [illegible]
8 quotas
10 nurses
12 treatments
13 craft
15 staff

APPENDIX N



FAH-MEI-057-2017

Guayaquil, 06 de junio del 2017

Md. Rosangela Caicedo Quiroz. PhD
Directora de la Unidad Académica de Salud y Servicios Sociales
Instituto Superior Tecnológico Bolivariano
En su despacho.-

De mis consideraciones:

Reciba un cordial Por medio de la presente me dirijo a usted muy cordialmente para solicitar autorización y apoyo para el desarrollo de una Investigación Áulica cuyo fin es el de Implementar y evaluar un material diseñado en Inglés para un grupo de estudiantes de Enfermería con nivel intermedio, iniciativa que pertenece a la Lcda. Jessica Garzón Balcázar, quien se encuentra realizando su proyecto de tesis para título de Magister en Enseñanza del Inglés como Idioma Extranjero de la Universidad Católica Santiago de Guayaquil.

Por lo tanto, hago extensiva esta carta formal por parte del programa a fin de que la Lcda. Garzón pueda realizar su proyecto de investigación el cual es requisito previo para la obtención del título.

En espera de que esta comunicación tenga la atención deseada, me suscribo haciéndole extensivos mis sentimientos de consideración y estima.

Atentamente,

Lcdo. John González Ubilla, Mgs.
Director de la Maestría

DIRECTOR DE LA UASSS

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06-06-2017

Autorizado
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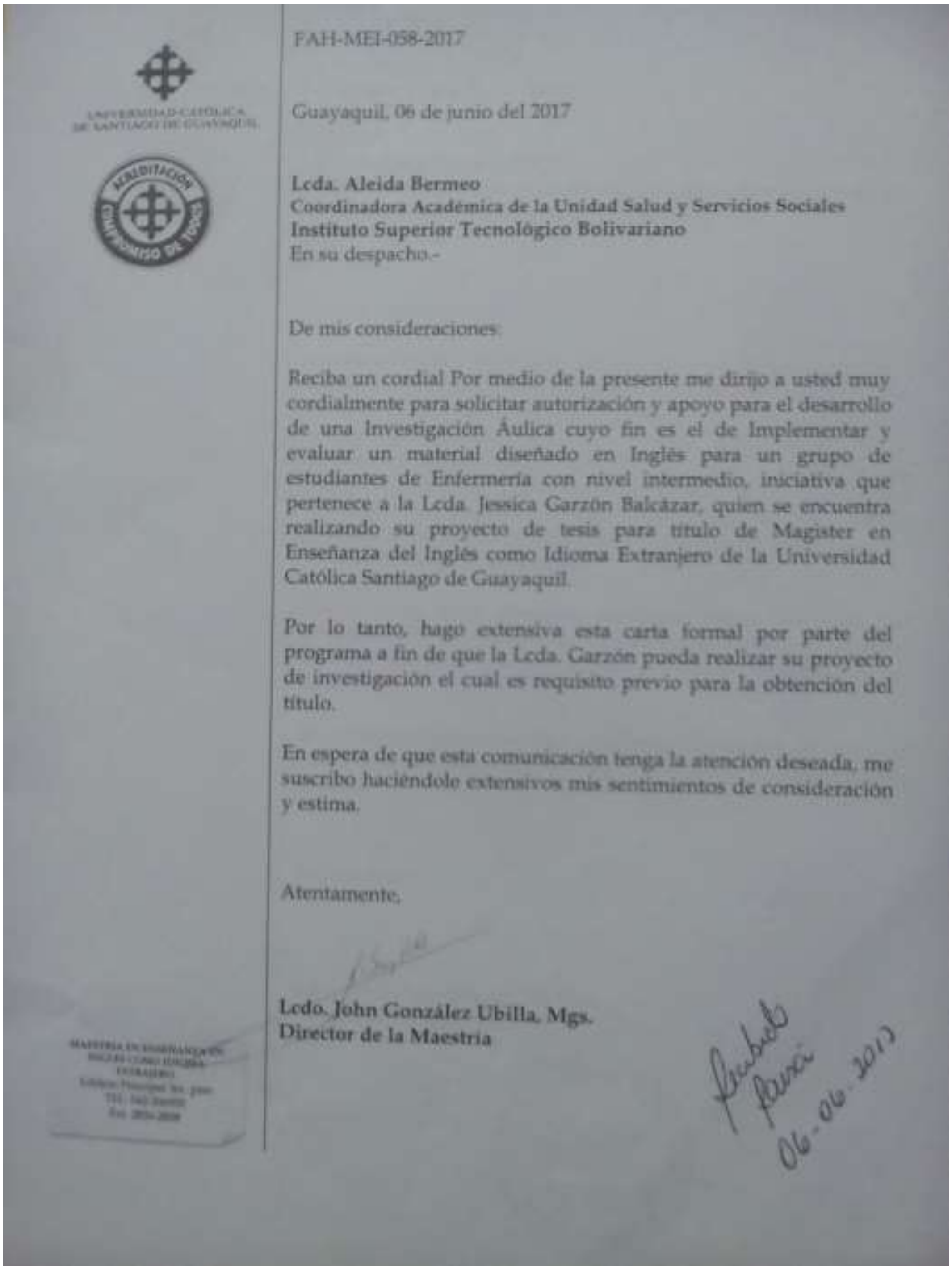

UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

FAH-MEI-058-2017

Guayaquil, 06 de junio del 2017

Lcda. Aleida Bermeo
Coordinadora Académica de la Unidad Salud y Servicios Sociales
Instituto Superior Tecnológico Bolivariano
En su despacho.-

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Director de la Maestría

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06-06-2017

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de la República
del Ecuador

Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes

SENESCYT
Secretaría Nacional de Educación Superior,
Ciencia, Tecnología e Innovación

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Garzón Balcázar, Jessica Carlota**, con C.C: # **0918548496** autora del trabajo de titulación: **Implementation and evaluation of material designed for EFL students of the nursing academic program at Instituto Superior Tecnológico Bolivariano de Tecnológico,** previo a la obtención del título de **Magister en Enseñanza de Inglés como Idioma Extranjero** en la Universidad Católica de Santiago de Guayaquil.

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f. _____________________________

Nombre: **Garzón Balcázar, Jessica Carlota**

C.C: **0918548496**

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TEMA Y SUBTEMA:	Implementation and evaluation of material designed for EFL students of the nursing academic program at Instituto Superior Tecnológico Bolivariano de Tecnológico.		
AUTOR(ES)	Garzón Balcázar, Jessica Carlota		
REVISOR(ES)/TUTOR(ES)	DAngelis Soriano Luigi Efrain, Vera Asang Rebeca,		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Sistema de Posgrado		
PROGRAMA:	Maestría en Enseñanza de Inglés como Idioma Extranjero		
TITULO OBTENIDO:	Magister en Enseñanza de Inglés como Idioma Extranjero		
FECHA DE PUBLICACIÓN:	16 de noviembre del 2018	**No. DE PÁGINAS:**	117
ÁREAS TEMÁTICAS:	EFL, ESP material design focused on nursing		
PALABRAS CLAVES/ KEYWORDS:	ESP material design, needs analysis, Nursing Academic Program, multi-syllabus syllabus, effective questioning		

RESUMEN/ABSTRACT: The Instituto Superior Tecnólogico Bolivariano de Tecnología (ITB) trains learners for different academic programs. One of them is the Nursing Academic Program where the teaching of English is based on general topics. Therefore, 39 learners were taken as a sample for this research project in order to implement some tasks from a material designed by the author of this work intended to nursing students with B1 level of proficiency. This initiative was motivated by the lack of textbooks related to English for Specific Purposes (ESP) in a critical and integrated way for learners of the Nursing Academic Program. For this reason, this work was focused on the qualitative and evaluation research under the strategy of Inquiry Ethnographic and Narrative. After doing the analysis and interpretation of results through the methods and instruments of this inquiry, it was concluded that the material designed for nursing learners with B1 level of proficiency has had a significant impact on the group assigned by the authorities of Buckingham English Center and ITB. Regarding the group assigned, though the majority of learners got an Elementary level according to the diagnosis test given before the training process, during this training they could perform the tasks but with the aid of explanations given in L1 and collaborative work. Therefore, the results obtained through this group were very productive for this research project because they have let know firstly the real level of proficiency of nursing learners in ITB and secondly what a ESP textbook in nursing should have according to the reality found, such as tasks with more vocabulary and expressions related to the nursing field and the daily practice of the language skills in the classroom.

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