

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**  
**Facultad de Ciencias de la Educación y Humanidades**



**ESP Interactive and Communicative activities: A Proposal for  
students of Nursing at UNAN-León**

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Francisco Parajón





# **INTRODUCTION**



The importance of the English language around the world is increasing the interest of the students in the university population motivating them to study this language because they feel it is necessary to use it in their professional lives. Also, it is a key for opening doors not only in future jobs, but also in their academic life: studies, higher education, scholarships and social needs. The fact that, in our global world, English is the language used in professional relationships has generated the need for professionals to know the specific vocabulary related to their field and to be able to manage the appropriate discourse. According to Robinson<sup>1</sup> (1991ee) “English for Specific Purposes is normally goal-directed developing from needs analysis, which aim is to specify as closely as possible what it is that students have to do through the medium of English”. Thus students learn better if what they are studying shows them and gives them the tools to use the foreign language with an objective in mind.

In Nicaragua, in the 90's, a couple of professors from England, Tony and Michèle Luxon, came to the country to make a research in the Educational system. They took into account the different stages in Education, such as primary school, high school and university making emphasis on the way teachers were trained in the teaching of English as a foreign language by the year 1993. The Luxons found out that the English for Specific Purposes taught was, in fact, a method based only on grammar, translation and reading comprehension in the classroom. They also pointed out the lack of trained teachers, since most of the English teachers weren't in fact language teachers. This is something that can still be found in our university because most of the teachers who work for service areas, such as the School of Nursing use the Grammar Translation Method to teach the students the foreign language. We had to wait until 2005 when another type of research took place, this time: Juana Castillo Caldera and others, in their study called “Curriculum Guide Lines for Engineers and Architects at Universidad Nacional de Ingeniería” carried out a proposal for improvement of ESP courses based on the future professionals`

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<sup>1</sup> Robinson P. ESP Today: A Practitioner's Guide Englewood Cliffs. 1991 Prentice Hall

needs. They found out that the English programs taught at the UNI didn't meet the student's needs; therefore, it was necessary to design a new English curriculum. Their proposal showed an ESP curriculum focused on the four skills of the language for all the majors in the UNI.

Nowadays, the UNAN-León is making new and relevant changes in the curriculum of the different majors offered by the university as an answer to its own limitations and to the modern educative demands of the Nicaraguan society. In addition, it is part of constant improvement of the educative competences of the teachers. For example, all the majors at the UNAN-León, without exception, have included English in their programs and curricula; also, the teachers from the Department of English are getting trained in the teaching of ESP through different studies, such as postgraduate courses, master courses and the congress offered by the same department. The offering of this Master thesis in English for Specific Purposes has made professors work on one investigation about the relevant factors that limited the teaching of the English subjects taught in the School of Nursing from the UNAN-León; thus giving an answer to the demands that these types of students had towards the learning of the language.

It is known that the students from this school have limited access to material and limited access to technological tools. This situation contributes to the low level that English students have after they have finished their high school studies, information that ratifies the purpose of this investigation. In contrast to the other majors in the Faculty of Medicine, the Nursing School from this university faces many and more serious limitations in the teaching of the foreign language in terms of access to material they had to read in English and lack of well training in the English language related to their field.

Other visible problems of the Nursing major are located in three main fields: Nursing students with low level of English in their IV year of the major (this is the last year that students receive English class), the lack of information about specific

vocabulary related to Nursing and a good subject designed according to the students' needs and interests. Another problem observed is that the nurses face problems of communication with the foreigners' patients, who lately visit our country and demand more information and explanation about their treatments, prescriptions and health care. This is presented mostly in the hospitals and private clinics where they constantly assist those kinds of patients during 8 hours either at night or in the morning as part of their professional practice; this makes visible the need of one best domain of the English Language.

Moreover, the students in their professional practices also attend the individual families or community in real contexts, directed to the health process which encloses diseases, public health, and environment. Nursing students must be competent to promote health, prevention, cure and rehabilitation of the patient and work with multi-disciplinary teams keeping solid values, such as quality, ethics, and services to attend communities in general and that's the main reason why our students need to develop their communicative skills in the foreign language so that it helps them to succeed in their professions.

Among the first steps given by this investigation was the identification of the problems in the way the English subjects are currently taught, such problems are: lack of teaching material, access to up-dated bibliography and modern technology, and the consequence of low domain of the English language in the Nursing school.

The analysis of this situation carried to the need of the realization of one study to identify alternative activities to give an answer to the students' needs in the teaching and learning of the English language and give some recommendations on how to solve the problems identified that they face when practicing the language in real and meaningful contexts for their own future as professionals and for their academic life.

The researchers found the follow limitations that influenced the teaching and learning process, these are divided in three principle groups: lack of materials, access to technology and the last one design of one effective subject. For instance, lack of materials such as cardboards, cassettes, CDs, magazines, newspapers, and books related to the major are limitations that do not permit the students learn efficiently in the classroom.

Other restrictions are the lack of access to technology for both teachers and students in the school of Nursing. Such access to technology is related to the use of the Internet, videos, conference sessions on line; access to one laboratory where they can practice the language, exchange knowledge, and experience with qualified people in the Nursing field, etc.

Due to the fact that teachers have to pay on a cyber site to get access to the Internet because they do not have access in the Department, it is more difficult for students to be demanded to spend hours in the Internet to search information related to their field of study. In case there is access at the university, the service of Internet is deficient because students have to spend a lot of time to access to the pages. In comparison to the students, there are not enough computers for all teachers to design their teaching material in a comfortable environment.

Finally, the last limitation is that teachers have worked with the books they find in the library or they simply go to search the Internet and they design their own material according to what they have in their hands, sometimes they combine General English with some specific terminology from the major and most of them translate from English to Spanish due to the low level of English students have.

For all the reasons explained before, the researchers consider all the limitations as a weakness in the curriculum for the School of Nursing, specifically in the area of English for Specific Purposes that helped us to use them as a base for designing one proposal which focuses on the English language competence that our students

of Nursing should have in order to become professionals and principally where they should use English as an instrument to succeed in their occupations. Thus, as most teachers and students do not have access to technology, some alternative activities were designed using low cost technology and providing a course that gives an answer to the demands in our society.

This research as many others gave us a challenge to improve the English for Specific Purposes in the School of Nursing through the identification of alternative, creative and communicative activities, which were taken from different sources:

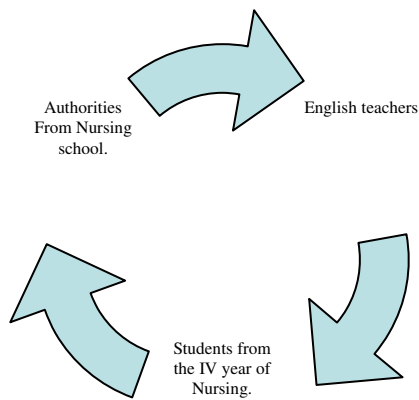
1-The first source was gathering students' suggestions and ideas to improve the teaching of English focusing on a specific topic. For instance, students gave their opinions by saying which activities they enjoyed the most; that is, video taping themselves in which they gave a demonstration on how pregnant women exercise to be ready for giving birth. Even though they were using video, they borrowed the material to somebody else, which is called Closed World. This alternative helped them to look for solutions whenever they faced a specific situation.

Also, the teachers presented to the students a list of several topics of the pensum of IV year of Nursing and other lists of materials related to such topics, in which they added activities and materials they could use for their learning, this was done with the purposes of acquiring knowledge about which specific language students actually needed and adapted this information to their needs and the limitations of resources of both the English Department and the Nursing school.

2- The second source to improve the ESP in this school was the design of a proposal in which professors gave ideas on how to teach English not only using the four skills of the language, but also focused on the students' major. Thus, teachers designed a complete unit, which can be observed in the appendixes, where English is seen in two different useful perspectives: Academic and Professional English.

The teachers went into different stages for designing the didactic units. First, they went into the observation and identification of the needs and problems of the students and teachers during the first partial. Then, once they began the second partial, they elaborated several activities and materials and teachers and students were collaborating to create this proposal with the purpose of implementing the alternative and creative activities, such as workshops, cell phone conversations, elaboration of murals, magazines, albums and some diagrams in which they explained the general topic of that semester in the whole classes of the IV year of Nursing. This way of gathering information was very effective for the students learning of the language.

3- Finally, the third source was getting suggestions from the head of the School of Nursing, the coordinator of the major and the students' principal Teacher who kindly explained how the curriculum was organized, how the professional practice was and how English could be involved in the School of Nursing activities. Such contribution made by these experienced people in their field helped the researchers to close the circle of information among English teachers, authorities and students from this major as it can be observed in the following diagram:



The following paragraphs briefly explain the chapters of this proposal which will help you to understand the different stages this project went through.



Chapter one encloses the importance of the proposal, its purposes and the reason why we decided to carry out this proposal in the Nursing School. It also explains the academic setting, the results of the needs analysis gathered from these types of students, and the methodology used.

Chapter two is considered the history and the reality of the UNAN-León and some aspects related to the academic and institutional context of the teaching of English in the Nursing school. In addition, it is studied the role of the university in the society, the importance of this proposal in the university to preparing successful and competitive professionals and the description of the English Department and the Nursing school, which are the base of this proposal.

Chapter three states the causes of the problem identified in this major. Here you will find the theoretical framework of our proposal concerning nursing and ESP. In this part, you will also find interesting information about what's nowadays happening in the different English services given to all the majors at the university.

Our proposal is based on the relevant research on English for Specific Purposes that started in the 1960's. Authors, such as Hutchinson and Waters, Dudley – Evans and St John and Robinson have provided us with important literature related to ESP. In addition, Latin American authors, such as Rebeca Smoak, Brookfield, Vella, Knowles, Holton and Susan San, Hugo Sánchez, Juana Castillo Caldera, Inés M. Chavez Guerrero, Gladys López and Esperanza Porta, among others have also been a great source for providing us with enough information on how ESP has been developed in the country. In Nicaragua, there are few investigations related to these concepts. We would like to mention the research done in 1993 by Tony and Michele Luxon who briefly referred to the need of applying ESP in the classroom and training teachers to be able to design new materials.

Chapter four provides you with information about English for Course Design in which the types of approaches and methods used in this proposal are described in details. As a base for this work, the target needs were our priority and are also

found in this chapter in a detailed way. After identifying which needs students had, we give you more information about the students of nursing profile. Then, we present you with an overview of the course plan of studies and planning which describe objectives, contents, methodology, syllabus, course description, evaluation and suggested bibliography for the design of other units of work.

In conclusion, given the different reasons why English is becoming a powerful tool that makes professionals to be more competitive in their field, it is necessary to keep an aim in mind which has to be directed to what the current society needs. This proposal will help others interested in improving ESP in other places of the country or even around the world because professors will get to know how our reality is, what our needs are, the solutions we gave to help students find their path for getting useful strategies in which they can use English and succeed in their professions, and develop themselves academically; thus, by getting a scholarship in an English speaking country. Improving the ESP curricula, even if it is done little by little according to the changes of our society, will break the barriers and obstacles students may face during their development not only as students, but also as professionals.

## **ACADEMIC CONTEXT AND STUDENTS' PROFILE**



## 2.1 Introduction

This project will take into account the history and the reality of the UNAN-León; therefore, all the aspects concerning to the academic and institutional context in which the English VII and VIII subject is taught in the Nursing school from UNAN-León will be considered. In addition, in this section, a review of the role of the university will be taken into account to contribute in preparing good professionals for the well-being of the society. Since this project is designed for the UNAN-León, the structure, legislation and history of the Institution will also be described as well as the English Department context and finally, there is a description of the School of Nursing, center where the English for Specific Purposes for Nursing students will be taught.

## 2.2. The University

According to the concept of university given by the Microsoft Encarta Dictionary 2007 (1993-2006), it is defined as

The university is an Educational Institution for higher learning that typically includes an undergraduate college and graduate schools in various disciplines, as well as medical and law schools and sometimes other professional schools. It also includes the buildings, students and faculty: the students, teachers, and administrative and other staff of a university.

This description can be taken into account for being a general description that can be adapted to the Nicaraguan context, especially to our students in the Nursing major. Another concept will be included with the purpose of getting a better definition that can fulfill the needs found in this setting. This concept is taken from the Oxford dictionary, which explains the following: "the university is the highest level of educational institution, in which students study for degrees and academic research is done." (1995). As far as this is an institution where students need to be prepared academically and professionally, the research applied to these students will provide relevant information about the changes that have to be made in teaching them the necessary tools for their future as professionals.

For this proposal, we use the following concept taking the ones mentioned above as a reference for the proposal: the university is not only a place for where the teaching and learning process is involved, but also it is that means through which students get the competences they need according to the needs and demands of the society. Adding to this, it also encourages the moral and ethic values that each person must have. It is important to mention that this concept is related to the mission and vision of the university, in which it promotes the scientific research to prepare the students in one field of study in order to help the society in the cultural, political, economical, and social aspects.

### 2.3 UNAN-LEÓN

As it was pointed out in the chapter before, there is a need of urgent changes to the curricula of the English for Specific Purposes that the English Department at UNAN-León is offering to the students of the nursing major. Besides this, we think that it's important to point out the different changes in which this university has been involved since its official opening in 1816. It is necessary to mention that The UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA- León is the oldest university of the country and from its starting period, it got adapted to the changes that the country needed. The structure of the university is located in León known as "*Santiago de los Caballeros*", a city in the occidental part of Nicaragua, 90 kilometers from Managua, the Capital of the country. Nowadays, León city has approximately 355,779 habitants.

In March 27th of 1947, the University got the level of National University under the leading of the rector **Dr. Mariano Fiallos Gil**. The autonomy was conceived under the slogan "*A la libertad por la Universidad*" ( which in English means for the freedom of the university). With this slogan, it got committed to the entire nation with a modern vision, scientific development and a real national character.

### **2.3.1 Origins, composition make up and statutes.**

According to the history and the origin of the University, it started in the earliest XIX century. The UNAN was established in what is nowadays called San Ramón School in 1680. By that time, the Bishop Agustín Ayestas, the rector by that year, had an important influence with his hard work in order to start changing the School into the University. After his legacy, another Bishop named Nicolás García Jerez continued Ayestas' dream to make it true. Then, with the court of Cadiz, the document was signed in the year of 1812, but the university was officially recognized in 1816. UNAN became the second university in Central America and the first university in Nicaragua founded in the last Spanish colony. Doctors Tomás Ruiz, Agustín Ayestas and Nicolás García Jerez are considered the founders of the University. At the beginning, there were only a few majors, such as Law, Medicine and Pharmacy. The university was re-organized in 1880 influenced by the organized framework that was being assumed in the rest of the Universities in Latin America.

In 1956, Dr. Mariano Fiallos Gil was elected as the new rector. He accepted the charge, but before he accepted this, he set up the following condition: to have the authority to select the professors and his staff to lead the university. He required the government to guarantee the autonomy of the university, all this happened in 1958. The autonomy was accepted as national in 1966 when Dr. Carlos Tunnermann B. was the rector. Since then, a modernization of the university started until the 80's.

In 1983, the Universidad Nacional Autónoma de Nicaragua was divided in two branches: the UNAN-León and UNAN-Managua. Such a decision was taken by the government in power (*Sandinistas* party) because there was a need to open the educational tools that the country needed to have more professionals in most of the cities of the country.

Since the foundation of the UNAN-León, the university has been involved in the social transformation of the country and it has influenced the social and political

changes in which the society has been through. The UNAN-León has graduated many leaders and professionals who come from national places and international places, especially from Costa Rica, Honduras and El Salvador making it one of the best choices for people with low economical income and those interested in studying in a prestigious university.

### **2.3.2 Teaching and Research.**

In 1995, the university started the process of designing new curricula focused on active methodologies, professional practices, counseling for students, and the separation between cognitive and non cognitive areas. The reforms integrated the teaching process, the research and extension of studies to achieve the integral and humanistic education of the students based on the scientific and technological advances. These objectives generated the redefinitions of the institutional values and principles. In addition, the reforms emphasized the development of democracy and the respect of human rights, ethics and moral aspects.

After that, a new change came out: the design of a new program called "*Año Común*" ( Common Year) nowadays called "*Año de Estudios Generales*" (Year of General Studies). It is a mandatory program for all the students who want to apply to one of the different majors that UNAN-León offers. To have access to the *Año de Estudios Generales*, students are asked to take an admission exam. The average grades achieved at the end of the *Año de Estudios Generales* will be taken into consideration before the students apply to the major of choice. Every major of the university has their percentage for accepting the amount of students in the major.

The process for the changes that the university is going through is dynamic and systematic. As an example, the new reforms of the curricula in all the majors that the University offers changing from the block system of having two semesters in each year to the credit system, and the inclusion of the English as a foreign language by levels in all the different majors at UNAN are now a new challenge that will impact our society for the students to be successful in their future careers.



The reform includes the design of the new macro programs and micro programs based on a determined amount of credits that the new generation of students in 2008 will study.

On the other hand, UNAN-León is formed by seven Faculties, which are: The Faculty of Educational and Humanity Sciences, Medicine, Law, Sciences, Odontology, Pharmacy and the most recent which is the Faculty of Business and Administration. All of them make a total of 33 majors. All of these Faculties are in the process of changing the previous curricula to a new one based on competences and the credits that were previously mentioned. These majors are part of the Regular and Saturday courses offered by the university. The regular courses are the ones that are actually taking place at the university which are taken from Monday to Friday whereas the Saturday courses will be taught for the first time in 2008 due to the fact that it was a project that will now become a reality for those who cannot study in the weekdays, but on Saturday.

The following chart illustrates the faculties with their corresponding majors:

Faculties	Majors
Faculty of Sciences.  School of Veterinary	<ul style="list-style-type: none"> <li>-Biology.</li> <li>-Actuarial and Finance Sciences.</li> <li>- Statistics.</li> <li>- Aquatic Engineering</li> <li>-Telematic Engineering</li> <li>- Tropical Agro ecology Engineering</li> <li>- Information System Engineering</li> <li>-Mathematics.</li> <li>-Chemistry.</li> <li>-Veterinary Medicine.</li> </ul>
Faculty of Medicine	<ul style="list-style-type: none"> <li>-Medicine</li> <li>- Bio analysis Clinic</li> <li>- Psychology</li> <li>-Professional Nursing.</li> </ul>

<b>Faculty of Law</b>	-Law
<b>Faculty of Chemical Sciences</b>	-Pharmacy. - Nutrition Engineering.
<b>Faculty of Odontology</b>	-Dentistry.
<b>Faculty of Education and Humanities Science.</b>	-Natural Sciences (PEM: Program for Technical Education). -Social Sciences (PEM: Program for Technical Education).  -English Major  -Language and Literature (PEM: Program for Technical Education).  -Computer and Educative Mathematics (PEM: Program for Technical Education).  -Preschool Major  -Psycho- pedagogy Major  -Social Work Major  -Physical Education Major  -Journalism Major
<b>Faculty of Business administration</b>	-Economics. -Business administration.  - Public and Finances Accountancy.  -Merchandising.  -Touristic Business.

## 2.4 The English Department.

The English Department is nowadays located in the Faculty of Educational and Humanity Sciences. It was one of the departments established as a department by the 90's. The origin of this department came when the university considered this language as a very important one, so the teaching and learning of this language was the key to integrate the students to the global communication. Thus, we could say that the academic teaching is in the hands of a qualified English Teachers Team, who are not only focused on teaching English for making the students be

competent to perform their learning successfully, but also to research and work in social projection to continue improving and contributing to the society itself.

#### **2.4.1 History, Characteristics, Composition, Structure.**

The English Department at UNAN-León offered an English major in the 70's with the objective of making the future professionals more competitive so that once the students graduate, they will have more opportunities of getting a good job. By that time, English was taught as service (ESP) in the different Faculties and programs. The English Department only had a few professors by then, being formed by only 4 professors.

In 1988, the Faculty of Educational and Humanity Sciences was joined with the Preparatory. As a result of this, in 1993 the English Department disappeared because the Spanish Department was created, so it got the place English had had as a major for languages. This brought as an outcome that the English language teaching were limited to the teaching of English for Specific Purposes in the Faculties of the University then.

In 1993, it was offered the major in English which offered teaching as a skill for the students to fulfill their needs as an effort of the University to contribute to the professionalization of those English Non- graduate teachers who worked in high schools and needed to improve their teaching strategies and methodologies. A new curricula was designed to be held in 7 years directed to 75 teachers from the different regions of the country, this one was only taught on Saturdays. Due to the lack of previous experience at UNAN-León, the curriculum was integrally taken from the one that was held at UNAN-Managua and most of the majors followed this type of program.

Later on, a needs analysis was applied to know the viability of opening an English major in the regular course, but it is important to point out that it wasn't possible without the cooperation of the University of Alcalá de Henares. With the cooperation of this Sister-university, the English major was opened in the regular course in 1996. This new course started with 36 students coming from the different

private and public high schools of the occidental parts of the country. The course focused itself on three main areas as the Teaching of English, Translation and Administration, so that students would be able to perform themselves in any of these areas.

The English Department grew from 4 to 20 professors, most of them having graduated from UNAN-León, as a result of the increasing demands of more English subjects required in the Faculties of the university. The English major got many benefits from the Spanish cooperation, for example the teachers' training, offering more than 50 workshops, Postgraduate and Master Courses since 1993 to the professors and teachers from high schools, getting better equipment for the English lab, well known as CRM (Multimedia Resources Center) which acquired more text books, updated bibliography, among other kinds of support for the students access to better and up-dated material.

In 2002, the English Department organized the first congress for teachers of English which is an example of one of the ways English was used by that time. More than 200 teachers from the occidental region interested in getting updated in improving the teaching strategies and methodologies in their schools attended this congress. There were 42 presentations (conferences, round tables, researches, workshops, etc.) that were performed by national and international presenters. Then, in 2003-2004, a Master course in the Teaching of English was also offered with the objective to train teachers from all the regions of Nicaragua. This Master course was taught in coordination with professors from the University of Alcalá de Henares, the University of Pinar del Rio, Cuba, and the University of Nebraska at Omaha, USA. 11 professors from the English Department were benefited with this course and there were also participants from UNI (Universidad Nacional de Ingeniería) Ave Maria College and teachers from high schools from Managua and other regions near the city.

On the other hand, the UNAN-León has a main goal which is the Students' Specialization in the different majors. There exist another Congress and other projects and courses to help professors to include better teaching techniques with

the right tools that students need. The English Department at UNAN-León, which is located in the Faculty of Educational and Humanity Sciences started a piloting project in the second semester 2007. This is a new project put into practice where professors are going to teach English supported by Teaching English On-line, being this technique used for the first time at the university to encourage students to practice the language and become independent learners, also to take more responsibility for their own learning.

In addition, the Department has started to work for the improvement of computer skills by working on a project to train the teachers to use technology for the teaching of the language. Adding to this, professors will be trained to make good use of the Internet and the use of soft wares that will help in the learning process of the language. According to the rector Dr. Rigoberto Sampson, the university will get resources for bibliography in libraries and laboratories and on the new system based on credits that students need to become professionals. To quote the rector words: " by January and February 2008, there will be 25 more classrooms in the university, eighty to a hundred computers will be available in the libraries and there will be three English Laboratories equipped with 45 computers each laboratory to teach English through soft wares, and the use of the Internet" as it was mentioned before.

In addition, worksheets will be prepared by professors from the English Department to have students work independently. Dr. Sampson also supports researches in other Faculties as well as in ours. The authorities of the university have approved one million *Córdobas* for the investment of having the professors well trained and with more degrees. All of this has a purpose to generate better potential professionals in the occidental region of Nicaragua and from other cities of the country.

### **2.4.2 Composition.**

The English Department is constituted by 20 full time professors, 20 hourly paid professors and 2 secretaries. 11 of these full time professors hold a Master degree on "Teaching English as a Foreign Language". There is one professor who is now studying a PhD. in the Teaching of English in Spain. One of the secretaries mentioned above is in charge of the English Laboratory. Her job is to control and take care of the bibliography and text books that are in the laboratory. She designs materials to reinforce the students' assignments given by the professors. There is a professor and chairman who leads and takes the decisions in coordination with a technical counseling team, there are committees, such as: the major committee and the Year of General studies Committee who work in an organized way for the improvement of the work done in the department. There is also a professor who leads the organization of the *Año de Estudios Generales* (Year of General Studies), another professor is the coordinator of the ESP committee for the different majors, another one who coordinates the Spanish cooperation with Nicaragua. All of them work under the supervision of the chairman for a better control and organization of the department.

### **2.4.3 Structure**

The English Department is leaded by a chairman and his technical counseling team who are the ones in charge of distributing the types of schedules teachers have and what majors they have to teach for. There are 20 full time teachers and there are 20 hourly paid teachers that have to cover the teaching for the *Año Común* and the majors of the university.

## **2.5 The Nursing School.**

The Nursing school began due to the need to give answers to the demands of the society about the special care that the nurses give to the patients. It is very important to explain the meaning of the word nurse. According to the concept that the Oxford dictionary describes "Nurse is a person trained to help a doctor to look after sick or injured people". This data contributes to recognize the role of the

nurses in our society, and also the performance they have when working in hospitals, clinics or health centers. We also can say that a nurse is in charge of administering the patient with the treatment that a doctor prescribes.

The Nursing School at UNAN – León is relatively new as a major. It started in 1989 graduating Nurses with a technical Superior degree. The first graduation took place in 1991.

In 1998, there was a curricula designed to hold the Nursing major in five years (taking into account the Year of General Studies). The name of the major's degree is *Licenciada en Ciencias de Enfermería* (which in English is Degree in Nursing Sciences). There was also a complementary curricula to this first major designed to be held in two years in the Saturday course. To be admitted in this new program, students are required to have the degree in Nursing, such a degree is then named *Enfermera Profesional* (Professional Nursing).

In 2006, the major in the Saturday course was offered to graduate Technical Superior Degrees in a plan of study taken in three years with the main purpose of attending those students that for different reasons couldn't have access to the different programs that this School at UNAN-León offers.

The School of Nursing is located in the Faculty of Medicine and to be admitted students must pass the *Año de Estudios Generales*, and then apply to this major with a minimum of 70% of the total grade average in their studies. Only forty students are admitted every year. The English subject is taught from the first semester of the second year until the second semester of the third year, which means students need to fulfill a total of 12 credits, and six more credits focused on English for Specific Purposes. The order of the subjects and structuration is simple because in their second and third year the students attend 4 general English courses where they learn basic skills for comprehension in reading and listening and the ability to write is emphasized as a most. They also learn and understand phrases, vocabulary, rules and some expressions with the purpose of getting ready for the next subjects. These subjects will be mainly focused on attending English

classes which contain specific vocabulary related to the major. Thus, this information can help them to find a good job or to complete their goals in other fields of work.

We can classify the subjects from the second year as basic or general in which they receive Spanish, Mathematics, English, Chemistry, non cognitive areas like Dancing, Sports, etc. After this, the next third and fourth years, they continue receiving some general subjects, but it is more focused on some specific subjects related to the major, such as Anatomy, it is here where Nursing starts focusing on relevant topics related to the major. In the last years, they do not attend basic subjects anymore as they used to, but only the non cognitive areas continue with the purpose of giving them other skills they need. The major is focused on three skills which are: researching, teaching and humanism.

After describing the academic context, the process of finding out the students' needs will be explained. To make the student profile, a survey was carried out with procedures and results that will be discussed later on.

### **2.5.1 Philosophy of the major.**

The Nursing major has as a main goal to form professionals who will develop a personal and professional philosophy into a dynamic and changeable world that is technically and scientifically changing in a very systematic way.

The curricula of the Nursing major are created with an educational vision which consists of preparing professionals with high scientific, technical, vocational and humanistic values.

The major has created a culture focused on the strategies in administration that will help to give a better quality in health services as an answer to the demands of the society, and being this a clue to the world development.

The Nursing major is a Science that is focused on the good care of the human being from the moment the person is born until he/she dies. That's why, the education in the future nurse must be integrated in order to graduate professionals



able to adopt information and get adapted to the changing environment. Besides, s/he must be able to interact with members of the communities and the development of capacities to make research.

Discipline, leadership, responsibility with patients, the community and the nurse own training demand him/her to get a better personal development. This is applied to their field through the professional practices in clinics, which give to the student autonomy for their future professional performance.

The Nursing major is responsible for providing the strategies for the pre and post health care using different Technologies and Methodologies as well as the complementary work in the communities that will allow a good development of the society and the change in the way of living of the population.

This philosophy includes concepts, such as: Health, Nursing, Education, Environment, Human well being, Autonomy, Ethics and Morality.

### **2.5.2 Mission of the Major.**

The mission of the Nursing major is to undergraduate professionals and Technicians of Nursing with a profile guided towards the individual's integral attention, family and community focused on the process health - illness, health publishes and the environment, on solid ethical values, spirit of service, justness, warmth and quality in the attention. In addition, it has an emphasis on the promotion of health, prevention, cure and rehabilitation, so that students become able to be integrated into multi disciplinary teams to contribute giving solutions to the problems of the community. A competitive major that will be national and international well-known for forming professionals in Nursing with high quality, nurses who will contribute to the creation and conservation of a culture of service with equity for all the patients.

The mission seeks to form professionals with knowledge, abilities and skills; with critical thinking and moral and ethical values; with social sensibility to assist with quality and warmth to the individual, family and community respecting the

environment; with capacity of working with multi professional teams and multi areas and being an agent for change in the society.

### **2.5.3 Admittance Profile.**

The two ways students can get a degree in the School of Nursing is by either studying the major during the week or only on Saturdays.

#### **2.5.3.1 Major in Nursing Sciences- Regular Course**

The Regular course for nursing students offers the major from Monday to Friday either in the two shifts: morning and afternoon. Most of the students have to full fill as a requirement to have received the *Año de Estudios Generales*. Once they get to their second year, they take certain subjects related to medicine and it is more theoretical than practical. The rest of the years focus on giving them both theory and practice; however, in fourth and fifth year, they take more professional practice than any other lessons. For example, whenever there is a natural disaster, students go to the place where the disaster took place and help the injured people. They also do community work, such as giving workshops caring people's health, injecting patients with diseases, etc.

#### **2.5.3.2 Major in Nursing Sciences-Saturday Course**

This course was a project to help those people who work in the week and cannot attend the university during the week. This will start formally by the year 2008 with courses for people who want to study nursing. These types of students also have to study the *Año de Estudios Generales* in that year.

#### **Major in Nursing Sciences- Regular Course**

The major in Nursing Sciences-Regular course grants a title of Professional Nurse in Sciences or Superior Technician in Professional Nursing. Students get a degree after five years of formal studies or a superior technician after three years of superior education. During those years, students attend the full time courses for

two semesters in each of the years and either in the mornings or afternoons for the regular courses and only meeting the whole Saturday.

#### **2.5.4 Professional profile**

The professional profile of the students in the School of Nursing describes how the undergraduate will be prepared to offer an integral attention to the individual, family and community by means of promoting actions, prevention, cure and rehabilitation in the cases of primary, secondary and third level of attention. Moreover, students are faced with giving workshops, lectures, developing their professional practice in clinics, hospitals, and health centers among other types of activities they have to be ready to do.

The students will be qualified to develop other types of competences apart from being professional nurses, such as being assistants of doctors ( those who help doctors in surgeries or private clinics); administrative assistants ( which are those qualified and competent graduates that can administrate health services working with multi-professional and multi-areas teams); teachers ( those who are responsible for educating others to provide them with the formation of human care and health); and finally, researchers ( those who develop competences to design and execute investigation of qualitative, quantitative, operative and epidemic type to solve problems in the community they work for).These kinds of competences have them be prepared with skills to offer individual attention to the patient that needs critical care following a process to rehabilitate the patient, prepare his or her family in the patient's care and ideas to help the community with psycho – social problems and in situation of disasters.

Knowing the academic context and the students' profile in the School of Nursing has contributed a great deal to a deep analysis of our students' situation, their background and how by researching the teaching of English in this field has improved the curricula of the different programs the university offers. This university is so rich in its history, characteristics that identify it, its current

geographical composition and the structure it has; consequently, it shows improvement as it grows and becomes up-dated every year.

The School of Nursing is currently giving support to the community in general and it is here where English makes the work of the future professional easy to gather information that is actually giving solutions to the problems found in our society. Thus by being used as a tool not only for improvement, but also for adapting all the information obtained to the needs our country has. The school's mission and vision is without a doubt of relevant usefulness for Nicaragua because the country needs better prepared and humanistic professionals that do not have any barrier, such as not knowing English. Once these graduates start working in the public sector (hospitals, health centers, SILAIS) and the private sector (Policlinics and Clinics, Companies, Non Governmental Organizations), they can be well formed human resources in Nursing being the pride of this prestigious university.

## **THEORETICAL BACKGROUND**



### 3.1 Introduction

The aim of this chapter is to explain the importance of knowing the different theories briefly explained before. In addition, an analysis of the way students learn the new language is made to show the context of study. Also, it considers how they learn, and the needs that they have in the learning process are identified.

In this chapter it is important to focus on the specific theories that deeply relate to English for Specific Purposes. The most important terms are considered to give you a clear idea of what our proposal is about. First, we start providing you with a definition of what language means and the origin of English as a language. Then, we give you a full explanation of the theories of language acquisition, the most relevant methods in English language teaching, and a definition and characteristics of ESP are all described to show you the importance of these concepts in our proposal.

The Oxford Dictionary (1995) defines language as “the system of sounds and words used by humans to express their thoughts and feelings; it is the particular language system used by people or nation”. This concept encloses the importance of the language used by a nation, differentiating it from one place to another, thus showing us the different systems that we as human beings use to express ourselves. Language is spoken or written words used for communication. This notion of language as a tool for communication from one place to others shows us how people use a foreign language as a bridge to understand other one another. The definition in this proposal is based on these two concepts plus the nursing language used as a tool for communication between both the patient and the nursing assisstant.

According to Brenda S. Gregory Dawes (2001, p1), an expert in the Nursing area who wrote for the AORN journal,

The challenge is to identify the best way to describe the patient's problems and associated care using nursing language, not a list of tasks. The language must be consistent with the knowledge necessary to determine patient needs associated with the task.

The nurse must be able to understand what is happening and give a solution to the problems found; for this reason, being able to communicate is of paramount importance.

Nursing language is not new. Every educational program attempts to help students understand and use the nursing process; however ...the language changes from one of assessment, diagnosis, intervention, evaluation, and outcomes to one that revolves around a medical diagnosis and surgical procedures Clark J (1999, p.42-47)

All this process is part of the language nursing as a way of the patient gets to communicate his or her ideas for the nurse to give the appropriate assistance to him or her.

Adapting this concept to the language teaching and learning. As this proposal focuses on the context of English for Nursing, it is related the meaning of language with the role of the teacher whose main role in this Nursing context is to educate people and encourage them to get strategies for communicating their ideas with the community and to transmit values that have to be put into practice in society.

To appreciate the cultural dimension of English, one needs to be aware of the origins of the language, and the various ways it is currently spoken not just in Great Britain, but in the British Commonwealth nations and in the United States. Understanding why the language has become so important worldwide is also necessary.

English is the primary working language of the United Nations and the European Union. In many nations, it is learned as a second language, for its importance in research, trade, entertainment and travel.

In this proposal, we see the importance of English in education. We believe it is a necessary tool for students in their studies and future professional endeavors. We believe that students need to become capable users of the English language, and that this will open many doors for them both academically and professionally.



That's why, as conscious teachers, we need to review all theories related to the content-area of study so that the correct solution for the specific problems found can be tackled and our practice becomes more meaningful, as well.

## **3.2 Theories of Language Acquisition**

### **3.2.1 Behaviorism**

Second language acquisition began to be recognized as a discipline in the 1970s, when authors linked language acquisition with the theories of Behaviorism. This theory consists of imitating and creating some habit formation in people in order to learn a new language.

This gave origin to the Contrastive Analysis Hypothesis created by Robert Lado (1957) whose main point was that the repetitive practice and the prediction of the new language generated interference and set up the habits of the new language. These principles then originated the Audio-lingual or Audio visual methods, which were popular in the 60's and 70's. Such methods were based on repetition and drilling exercises.

Another author that explained something related to these principles is Skinner (1978) who promoted this theory. The most important aspect to be mentioned about this theory consists of learners imitating what they hear and developing habits in the foreign language by routine practice. They relate the knowledge learned with the new acquired information, giving as a result a "Positive transfer", in which the similarities between the 2 languages are observed. Also, there is "Negative transfer", which is due to the differences between the 2 languages.

### **3.2.2 Noam Chomsky and Generativism**

Then, Noam Chomsky (1959) opposed Skinner's ideas. According to Chomsky (1959, 26-58), "the goal of the book of Skinner is to provide a way to predict and control verbal behavior by observing and manipulating the physical environment of the speaker." Chomsky believed that these principles could lead people to

understand the way students learn the new language. In “A review of B.F. Skinner’s Verbal Behavior”, for example, Chomsky (1959, p 55) strongly criticizes Skinner for the importance he gives to imitation in early childhood, an age when people acquire their first language.

Chomsky (1950) stated that “the children are biologically prepared for language learning”, in other words they not only depend on imitation, but also on the ability to identify the rules or structures of their first language. This notion is called “Language Acquisition Device” (LAD), which is considered as the innate ability to acquire language later known as Universal Grammar. This notion is learned by the students through the comprehension of the new language and using the oral and written production as a base to develop the learning process.

### 3.2.3 Interlanguage

Chomsky, and his notion of the creative use of language, was followed by other theories that differed from behaviourism. Inter language was presented by Larry Selinker (1985, p 190-204). This theory described how the mind acquires a second language; this consists of the combination of the acquisition of the first and second language. This theory gives importance to the errors students make. From this Selinker suggests 5 principal processes in this theory, which are:

**1-Language transfer:** some features are transmitted from the first into the second language.

**2- Overgeneralisation of L2 rules:** in this case the learners use the same rules of the first language in the second, which are not permitted.

**3-Transfer of training:** when it is used one term several times and it is overused and other words or synonyms are not used, the learners can make many errors because they use the same word in different contexts.

**4-Strategies of L2 learning:** this part consists of using the same tense with all the lists of verbs.

**5-Communication strategies:** the learners omit some communicative grammatical parts.

These 5 processes describe how students internalize the second language system. They point out that students cannot differentiate between the rules from the first language and those of the second language. Common errors made by the students in a second language are often the result of interference from their first language

Several other noteworthy theories appeared. Nemser (1971) introduced the theory of fossilization. Its importance is due to the problem of not having the students self-monitor what they say or write and how they say it or write it taking them to a mental fossilization of the language in which the errors, not previously corrected, are internalized in the students' brains, making them take such errors as correct.

### **3.2.4 Creative Construction**

The Creative Construction theory was also taken into account. The theory describes the psychological process where people organize their ideas in one cognitive way and this originates the creative construction of the learning of the second language, which was called Creative Construction by Dulay and Burt (1977). This model is related to Chomsky's view on first language acquisition.

### **3.2.5 The Monitor Model**

For his part, Stephen Krashen (1982) established 5 language learning hypotheses. He was in favor of giving linguistic information to the students about the rules of the foreign language that they have learned. Krashen explains that the students communicate in the second language and use the new knowledge in order to produce the language through one model.

## **3.2.6 Language Acquisition and Environment**

### **3.2.6.1 Integration View**

Another theory to emerge after Chomsky's critique of behaviourism is the relation between acquisition of the new language and the environment. This gave origin to studies with an integrationist's view of the interaction that takes place in the classroom, and include authors such as other integrationist views given by Chaudron (1983); Gaies (1977, 1979), Long (1983); Long and Sato (1983); Schinke-Llano (1983); and Wesche and Ready (1983).

Another significant break with the more traditional past was Discourse Analysis, or the study of how sentences in spoken and written language make larger units of meaning. Previously, maximum structural significance was given to syntax on the sentence level. But with Discourse Analysis, the importance was assigned to paragraphs and conversation. The pioneers in this field were Sinclair and Coulthard (1975) Discourse Analysis is an attempt to establish how the speaker or writer expresses meaning, and how the listener or reader interprets it. The analysis focuses on the internal structures of texts. How conversations are initiated or how a developed argument is analyzed. In second and foreign language teaching this has meant that teachers focus more on the purpose of communicating. Riley (1977), Gremmo (1978), and Kramsch (1981) use discourse analysis to describe the way teachers and students communicate by exchanging information in discourse. It can be seen by analyzing the learning process, how much the teacher talks and how well the interaction Teacher-student and Student- teacher occur in the classroom. This is extremely important to know in the foreign language learning process.

Inducing interaction is a priority in designing the type of program applied to students. Wagner (1994, p.8) describes it as:

interaction as an attribute of the educational process that relies heavily on the interactive properties of 3<sup>rd</sup> Generation network technology for delivering teaching to learners (technological function).

This concept particularly meaningful for the new generations of students who demand technology as a teaching and learning tool in order to interact with people from the same country and other countries.

Malamah-Thomas also (1987, p.7) define interaction as “acting reciprocally, acting upon each other” This short definition explains how the reciprocal relation in the classroom is about actions, activities and practice among students. However, this concept has to be adapted to an ESP context so that it can be shown how classroom interaction takes place with, say, nursing students.

Gilbert and Moore (1998, p.29-35) observe the impact of interactivity on computer-mediated instruction, claiming that it is a reciprocal exchange between technology and the learner. This is a process that he refers to as feedback. From this concept, it can be said that interaction is the exchange between the technology and the learner, in which it is demonstrated an action and reaction process among the individuals involved in the activity and their environment; thus, when this happens feedback is the most useful activity for learners’ interaction. Furthermore, feedback is an indispensable term that can be put into practice in the learning process.

It can be said that interaction is an element in the educational process that is included in every classroom nowadays due to the demands of the new generation. This is used as way of learning foreign language in the appropriate context by using technology that in this case would have to be low cost technology. This leads to a reciprocal relation between teacher-students, and students-students. Students would need to have the appropriate activities so that they can choose suitable actions and practice the new language successfully. This relation produces feedback where there is a sharing of opinions, and a reflecting upon what has been discussed in order to succeed in the learning and teaching process.

Since the 1980’s, communication in the classroom setting has become an integral part of second language acquisition. Swain (1985) suggests that, in order to

improve their production skills, learners have to use the language for the purpose of communicating in accordance with the context that they are facing. The learners use the language as a vehicle for communication because they practice with the vocabulary that they know or have stored in their minds and they gradually use it according to the given situation, this has to do with the students' performance of the second or foreign language.

### **3.2.6.2 Cognitive Theory**

Cognitive awareness of the language needed in context is the basis of the Cognitive Theory promoted by John Anderson (1983), who maintains that new knowledge on how students retain this information as new knowledge has to be used in successful communication.

The Cognitive Theory is divided into three stages. The first one is the Cognitive stage, in which the learners begin to store the information; it is the mental process through which the learners are aware of the learning of the language. The second stage is the Associative stage, where the students use the previous language learned and they related it with new language. The last stage is known as Autonomous, in which the learners begin to use the second language without taking into account the errors that they make, the most important thing here being that they can express their ideas without focusing on whether or not they are making mistakes.

Finally, a recent outgrowth of Discourse Analysis is Genre Analysis (Swales, 1990) Dudley Evans and St. John (1996), describe academic medical journals, classifying them into four genres: the research paper, the review articles, the clinical cases notes and editorials. Genre classifications are helpful in teaching. In the case of students of medicine, for example, many of whose texts are written in English, knowing how texts in their field are classified will make them better readers.

### **3.3 Methodologies and Approaches for ELT (ENGLISH LANGUAGE TEACHING)**

This section describes the different methods and approaches that influence the learning and teaching of the second language. We will describe the methods according to the chronological order of the stages in which they appear

#### **3.3.1. The Grammar-Translation Method**

The Grammar-Translation Method was used from the seventeenth to the nineteenth centuries. This method consisted of teaching the students rules and vocabulary, which was translated to their mother tongue. In this method, students had to memorize the studied vocabulary, and the skills were mainly focused on reading and writing. Something important to emphasize is that this methodology is thoroughly teacher-centered. Unfortunately, this method is still currently the only methodology used by some institutions, schools and language centers in Nicaragua.

#### **3.3.2 The Direct Method**

Because the Grammar Translation Method did not focus on listening and speaking, In the late 19<sup>th</sup> century the Direct Method began to be practiced in the United States. Its principles mainly emphasized speaking, without the need to teach grammar. It was based on having the students learn the new language by being exposed to it as much as possible. Grammar was learned through usage. One advantage of this method was that for those people who were interested in mainly speaking and understanding the spoken language. Students learned by using the language in a given context. Direct translation was avoided. Students were expected to infer meaning from context. This method declined in the 1920's.

#### **3.3.3 The Oral Approach and the Audio Lingual Method**

In the twentieth century, the oral skills in language learning began to take priority over the written skills. In the 1920's Palmer and Hornby developed the Oral Approach to language teaching.

It differed from the Direct Method in that language items were more selective, and presented in a more graded manner. The structural aspects, which were selected for their widespread common use in the real world, were practiced in oral drills. By the 1950's it had become an approach that characterized British language teaching. In the 1960's, it became more situationally based.

In the United States, a similar methodological approach was developed: The Audio Lingual Method. It was more scientifically supported than any of the other language learning methods had ever been. Based on the theories coming out of Skinner's (1957) work on behaviorism, in which learning was believed to be advanced by positive reinforcement, the Audio Lingual Method became extremely influential after the Second World War, when Bloomfield's (1933) method was adopted by the United States Army to teach its soldiers around the world to speak the language of the countries in which they were stationed. Faithful to Skinner's notions of behaviorism, language learning was considered a process of habit formation, based on repetition drills, which, it was believed, would ultimately lead to the memorization of the ways words were pronounced and accurately spoken. Listening and speaking were emphasized. The method, however, proved to be inadequate. Learners, it was found, had memorized and could pronounce fairly well large chunks of language, but they were unable to hold conversations. They could not communicate adequately.

Audiolingualism declined as a result of the impact Chomsky's (1957, 1965) works had on linguistics in the 1960's. Chomsky argued convincingly that language learning was not just a matter of habit formation, but rather it was a creative process. It was shown that communication is far more complex than simply repeating language that one has learned mechanically.



### **3.3.4 The Communicative Approach**

In time, this led to the current predominance of the Communicative Approach in second and foreign language teaching. This approach mainly emphasized the use of the second or foreign language in meaningful contexts, thus giving the students the tools for interacting and communicating.

Communicative Language Teaching became widely known in Western Europe as a result, especially, of the works of Wilkins (1972) and Van Ek (1975) Language functions, such as imparting and seeking factual information, and notions, such as location, possibility, shapes, were selected to be included in the syllabi, and subsequently taught to students in common situations, e.g., at home, or at school. The teaching method was considered eclectic. That is to say, the four skills were included in the learning process, and other methodological strategies were tolerated, as long as communication remained the primary goal.

### **3.3.5 Eclectic Approaches**

This allowance for eclecticism produced a variety of interesting methodological approaches in the 1960's and 1970's. This approach focused on mixing together methodological approaches for learning a foreign or second language successfully. Following are some of the more outstanding of these approaches.

James Asher's Total Physical Response (1977) Based on humanistic psychology, (Abraham Maslow (1954, 1968), it emphasized physical actions, affective interaction and comprehension inducement in the learning process.

Gattegno's (1972, 1976) The Silent Way. was based on the notion that learning takes place as the student discovers and creates, in a process that involves the handling of physical objects, particularly colored rods, and solving problems. The listening process is stressed in order to develop perceptual awareness.

Curran's (1972, 1976) Community Language Learning was based on Rogerian counseling (see Rogers, 1951), in which the way the student perceives the world was given priority. In this sense, the teacher counseled students, listening to them carefully and helping them to express themselves and what they know. It was based on the notion that true human learning is both cognitive and affective. This humanistic technique was also explored by Moskowitz (1978) in her widely used book *Caring and Sharing in the Foreign Language Classroom*. Following the other theories, the **Communicative Language Learner approach**, developed by Charles Curran (1970), consisted of creating situations so that students observed and analyzed such situations that they created and after this, they had to make a conversation on any type of topic or they just gave counseling about the topic.

Lozanov's (1978) considered Suggestopedia focused on the unconscious influences of language learning. Learners were made as comfortable as possible because it was believed that only by being relaxed a person can become alert. The learning of vocabulary was particularly important, and as such, translation was included in the process. But not translations of any texts. It was thought that selected texts should have an impacting meaning on the students, and that would facilitate language recall. This method's goal was to lower the students' affective filter by relaxation exercises.

Finally, in The Natural Approach, which was devised by Krashen and Terrel (1983), communication was also the primary aim. Meaning was considered essential, and vocabulary a priority. The method was based on input hypothesis, in which it was thought that optimal linguistic input should consist of structures which the learners can handle a small amount of unfamiliar linguistic content. In addition, the authors distinguished between language acquisition and learning, the former being an unconscious process and the latter a conscious, or cognitive and rule-based awareness of learning.

The proliferation of methodological approaches is indicative of the fact that no one method in itself is sufficient. As Richards and Rodgers (1986, vii) *observe*, it is “a prominent characteristic of contemporary second and foreign language teaching.”

### **3.4 English for Specific Purposes( ESP)**

The demands of the new changes produced “revolution linguistics” as it is mentioned by Hutchinson and waters (1987). These new tendencies were focused more on the learner due to the need to solve some problems related to the teaching and learning process in specific areas of study.

These new changes began by the end of the Second World War and this revolution has extended to different fields such as Scientific, technical, economical activities, etc. that due to the increasing power of the rich countries in the early 1970's, there is now an establishment of the English language in different countries where specific tools for communication are needed. As a result, it gave as origin the use of this foreign language by many professionals leading to the improvement of the teaching profession in specific fields of study. In other words, the English language has become a response to the current demands and needs that have evolved and changed through different times in diverse societies.

The ESP started to be used when real communication among business companies was needed and in the late 1960's and the early 1970's English was used for Science and Technology, etc. Now, learners must overcome the need to use different learning strategies, use different skills, be able to cope with different contexts related to their area of work and become more motivated by their specific needs and interests in developing their work in a more professional way.

According to Mackay and Mountford (1978, 4), the word “special” is considered:

The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation.

These authors understood that the specific language to be used in a specific context had to be limited to that area where a determined amount of words and expressions were used to communicate and fulfill the expectations and requirements this specific population has. Moreover, we can identify different types of ESP that David Carver (1983, p131-37) classifies as:

1. English as a restricted language
2. English for Academic and Occupational Purposes
3. English with specific topics.

The vocabulary used, for example, by air traffic controllers or by waiters is considered as restricted because the “special” vocabulary used by them is limited to a determined situation and focused on the specific needs they have. Yet, this is not considered as language because the speaker would not communicate successfully in a given situation or in other external environments outside the work s/he develops.

The other type of ESP is that one called English for Academic and Occupational Purposes. It is classified into three different branches which are: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Then, these areas are sub-divided in two more branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). For instance, EOP would be “English for Nursing.”

Finally, the last type of ESP is English for Specific Purposes. This ESP relates to future English needs that some professionals may have, for example to study a postgraduate course, to attend a conference or to work with foreign professionals.

### **3.4.1 Definition and characteristics of English for Specific Purposes (ESP)**

According to Dudley-Evans and St. John, ESP began in the 1960’s to become an important movement. When it started it was dominated by the teaching of English for Academic Purposes, so all the material used at that time was focused on teaching the language focused on the academic purpose it had. Then, English for

Business Purposes originated providing the use of English for a professional use so that students could use it depending on the area or field of work they belonged to. Nowadays, this area has more growth in materials and some teachers are dedicating themselves to developing local projects to doing research in the area of ESP, these include Harper in Kuwait and Saudi Arabia (1986), and Mackay and Mountford (1978).

The concepts of ESP according to some well-known researchers are the following:

ESP is intended above all to be of clear and particular usefulness to the student, his actual needs having been the subject of careful analysis. There is no special language, only a principle of selection from the language to meet the purposes defined (Coffey 1985, p. 79).

This quotation emphasizes the importance of using ESP adapted to the appropriate field the student is interested in learning, according to the society demands. It selects words or the type of language in a determined situation or context where English is necessary as a tool for work and communication.

Another important opinion is from Mumby (1978,p. 2) who defines it as follows: “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner”. This means that in the teaching and learning process, it must be taken into account not only the syllabus and materials that students are using in the classroom, but also it is indispensable to make a Needs Analysis, in which the target population is analyzed trying to find solutions to the problems that students face in their educative environment. Thus, the ESP courses are the key for providing specific information or vocabulary of the different majors that the students are studying, and also for those who already got their career and need to learn English to use it in their field of work.

Another opinion that is very important to mention is from Hutchinson and Waters (1987, p.18) “ESP (...) is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” These

authors express that the methodology and materials are indispensable, but the most important issue to be taken into consideration here is that the learners become the center of the classroom. Their learning is based in satisfying their needs. According to Hutchinson and Waters (1987, p.6),

As English became an accepted international language of technology and commerce, it created a new generalization of learners who knew specifically why they were learning a language, businessmen-and businesswomen- who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with documents in their field and whole range of students whose course of study included textbooks and journals only available in English.

Hutchinson and Waters (1987) provide the researchers with relevant information in which it is shown how English has become a tool so that different professionals get scientific knowledge, thus, helping them to be able to understand English terms using their abilities when getting different bibliographical sources to be better professionals putting the foreign language into practice in their workplace. There is a need for students to understand technical sources which are found in English in the libraries of the university, on the Internet and which are much related to their major. For those reasons, they need to achieve proficiency in English so that they can use it as a tool once they learn to manage the appropriate skills they can use to succeed in their job by using this foreign language.

Another very important point related to ESP is the one that shows some recent research done by professors from Universidad Nacional de Ingenieria, UNI (Engineering National University translated into English) in Managua, Nicaragua (2005, p.65). This research took into account some ideas expressed by Hutchinson and Waters (1987, p 12), who argued,

Given that purpose of an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation.

As can be observed, the purpose of an ESP course is to identify the target situation in which students are involved. Depending on the type of teaching students are facing in their learning process, this will affect them for good or bad; for this reason, it has to be considered that it is indispensable to identify the problem they have brought all over the courses they have been studying so that once a map of the situation is gotten, teachers will know the strengths and weaknesses of the course that students are receiving in their classrooms.

After getting that information, the problems in the group can be classified and analyzed in order to look for possible solutions, for example the ones that the most recent research done by Dudley-Evans and St John (1998, p.122) include, emphasizing that “needs analysis is the cornerstone of ESP and leads to a very focused course”. In addition to this, it is important to take into account what Robinson (1991) thinks about the meaning of ESP. He mentions, “ESP is normally goal- directed developing from a needs analysis, which aims is to specify as closely as possible what it is that students have to do through the medium of English” ( Robinson, 1991, p.2). It is certainly true that it is very important to carry out a needs analysis because if the researchers do not carry it out before designing a specific course, then the course students’ learning and the teaching process can fail in being successful with the curriculum design, the classroom activities, selecting, adopting and adapting material to the types of students, and the types of evaluation that they have in their learning process, guiding all of them to a focus that is not directly related to the students’ needs and not related to the purpose of teaching them with appropriate material designed to be successful in both the teaching and learning process. Thus, this makes the needs analysis a really helpful tool for research and improvement of the teaching and learning process. Knowing the students’ necessities will lead the researchers to the real situation nursing students face when they become professionals; moreover, taking into account different variables, like the number of students, materials, and resources, will determine the curriculum design (Hutchinson and Waters, 1987, p.63), once we know the problem, the main objectives are narrowed to get to the

point where it was decided to have as a base the previous research made by the Luxons, (1993) who state,

The ESP courses are the pyramid for the teaching and learning for specific vocabulary, in which it is important to realize a prior and rigorous analysis of the situation or context to studying with the purposes of identifying and using appropriate materials, syllabus, contents, methods, etc., in which not only the teacher takes decisions about the learning and teaching process, but also the students' due to the fact that English has become in an important tool accepted at an international level.

### **3.4.2 The role of the ESP Teacher**

David Nunan ( 1987, p.75 ) considers the role of the ESP teacher as a professional who is able to design a course and provide the appropriate material to the students according to the way the curriculum is developed by himself or herself.

It seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include curriculum models and guidelines and may include support from individuals acting in a curriculum advisory position.

For this reason, the teachers are an important key to the good development in English Language Teaching not only on how they develop their teaching strategies, but also on the way they design curriculum and how this is put into practice in order to develop what specific material to use and serve as a model according to the position they have in ESP.

In discussing classroom resources, Hutchinson and Waters (1987, p. 97) observe, "among the options that a teacher has with these materials is the selection, writing, and modifying of the materials previously done." Teachers should select material related to the students' interests, write their programs with the appropriate units topic-related to the students and adapt the material according to the context students have to deal with, taking into account their needs and the tools they actually need to acquire.

Rebecca Smoak (2003,p.23) a regional English language officer assigned to the American Embassy in Tunis, Tunisia, mentions that she taught ESP courses.



There she observed, "ESP is not teaching a list of technical vocabulary, the needs analysis should include observations of the language used in context. Material should be appropriate and authentic."

Liv Ostbye (1997, p.95) cites Howatt (1979) who envisages the multidimensional nature of syllabus design, pointing out that:

it is important to consider the background of students, what they should already know, the reasons why they are studying as well as what they should be learning in order to cover the syllabus and develop the learning strategies and techniques they specially need for their academic curricula.

In ESP courses, teachers have the task to combine technical vocabulary with real life situation activities which students can deal once they become professionals. Students can learn more efficient and dynamic strategies they can use in their workplace; for that reason, the needs analysis will allow anyone interested in improving the teaching and learning process by using the appropriate language that must be used in a determined situation and also the kind of material, methodology the teachers can use in order to help students in their learning process in the specific area they are interested in.

According to Smoak (2003, p. 23)

We must be ready to develop courses that teach authentic language from many different fields based on accurate needs analysis and appropriate materials and methodology. Therefore, the researchers must acknowledge the fact that much of the language that these students from Medicine Faculty need will not be found in any course book or pre- packaged material, therefore the researchers must be willing and able to prepare their own material.

We believe that it is indispensable that the English teachers learn to design appropriate materials and activities for these students that focus more on how they can learn English having a purpose to use it in real situations that relate to the contexts they are interested in mastering more.

Stevens (1988, p.4) observes that ESP has four absolute characteristics and two variable characteristics. According to Stevens, absolute characteristics are

designed to meet the specific needs of the learners, and are related in content to particular disciplines and occupations. In addition, they are centered on language structures and lexicon that are appropriate to the discourse of a particular one. On the other hand, variable characteristics may be restricted to a particular learning skill, such as reading, and no single methodology is sufficient.

The importance of needs analysis is underscored in this process. As Robinson (1991, p. 3-4) explains

ESP is normally goal-directed and these courses develop from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. Their characteristics are constrained by a limited time period.

It can be seen that all these concepts agree and have similar ideas about the importance of knowing the necessities of the students.

### 3.4.3 Classification of ESP

ESP is divided in two main areas: English for Academic purposes (EAP) and English for Occupational Purposes (EOP). The classification is presented by Dudley Evans and St John in a tree diagram (taken from Robinson, 1991, p.3-4)

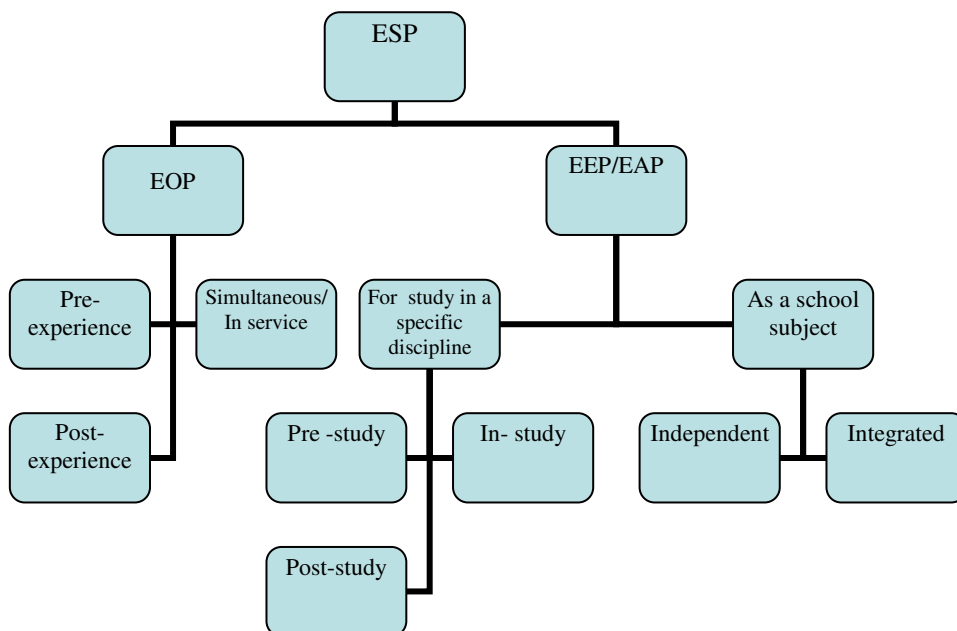


Figure 1 ESP classification by experience

It can be observed that this diagram divides ESP in two areas: EOP and EAP, each of these areas are divided in several parts as well. EOP is related to the type of experience that students develop all the years of study in their major according to their specialty they are mainly addressing whereas EAP is referred to a certain type of academic course students take that provides them with an opportunity to integrate the work in their education.

In the following chart, there are five different positions that represent the advance for learning the foreign language from beginners to intermediate, from intermediate to advance, from advance to English for General Academic Purposes and English for General Business Purposes, from these last two courses for broad disciplinary or professional areas and finally, it is presented the academic support and the work with business people.

**General -----Specific**

Position 1	Position 2	Position 3	Position 4	Position 5
English for beginners	Intermediate to advance	EAGP/EGBP Courses	Courses for broad disciplinary or professional areas	1-An academic support. 2- One to one work with business people
	EGP courses with a focus on particular skills	Courses based on common core language and skills not specific disciplines or professions.	Disciplinary or professional areas, for example Report Writing for scientists and Engineers, Medical English, legal English, Negotiation/ Meeting Skills for business People.	

\* Taken and adapted from *Developments in ESP* written by Dudley- Evans and St. John (1996)

In the chart above, it can be observed that education starts with general English where students have a low level of English knowledge and learn the language to get to a new level, either intermediate or advance, to be able to use it practicing the four skills to communicate with others. However, position number 4 describes professional areas that have the type of specific purpose that is common and developed through a particular skill: report writing, for example.

#### **3.4.4 The Nursing Language**

After dealing with the types of classifications in ESP, let us give you an overview on how the Nursing language is. According to Dame June Clark (2001, p. 2-3), a professor of Art and Science Nursing and who cites Hoy (1995), the description of the nursing language is the one in which

He used a continuum to show how the informal language used between people sharing the clinical care of a particular patient – a language that relies heavily on context and the shared knowledge of the participants – becomes more objective and formal as contextual information gets less.

The specific language that nurses use when interacting with the patients, according to June, can turn from informal language to a formal one which has a better purpose which is sharing knowlegde in a more comprehensive professional environment that is not influenced by personal feelings .

Also, according to the US National Centre for Nursing Research (NCNR,1993, p 2-3 ) nursing language is defined as

the universe of written terms and their definitions comprising nomenclature or thesauri that are used for purposes such as indexing, sorting, retrieving and classifying nursing data in clinical records, in information systems, and in literature and research reports.

Nursing language thus becomes those general terms with meaning in the specific system of this science which main goal is to get information from the patient in order to organize it, analyze it, classify it and report it to give an appropriate solution to the patient's problems. Then, the last part of the process is

communicating the outcome to the patients which is in the reports and clinical records.

Also, Professor Dame June Clark mentions that

The clinical practitioner uses words (terms) to describe the elements of his or her practice. When these terms are standardised among nurses, they constitute a nursing vocabulary or nomenclature that can be used to describe nursing practice anywhere.

The Nursing assistant can now communicate according to the types of taxonomic principles which are the ones that form a classification, that is the specific types of activities nurses need to classify. This type of classification uses a 'standardised vocabulary' in the health information system. Once the information is already classified according to the specific characteristics of the patient, it is the right moment to take a decision in the practice of the nurse activities. An example of this language used in nursing we have is the medical language called **SNOMED** which means Systematised Nomenclature of Human and Veterinary Medicine (SNOMED). This term is intended to be a general purpose that can be comprehensive and computer-processable terminology that represents 'virtually all of the events found in the medical record' (Cote and Rothwell 1994). The terminology is also known as a multi-axial classification that permits in a way the combination of concepts in different ways.

In conclusion, the explanation of the importance of knowing about how language is adapted to particular situations gives us a clear idea on how English is being used as a way of communicating, interacting and solving problems in academic and professional areas. In addition, the theories of Language Acquisition about the ways people learn take us to be more self aware about how the linguistic system works, the processes underneath this system that helps students internalize the language successfully. All these processes of the language lead us to the deep analysis of what ESP means and how it is changing and getting adapted to become the language of 'specialty' when real communication is a need in business or society demands. It is here where ESP teachers play an important role because it is in their hands how they have to teach in order to be able to prepare the

learners to be competent or skillful in the business world. Finally, it is necessary to understand what the nursing language is to be aware of how the world of communication is.

# **ENGLISH FOR NURSING: COURSE DESIGN**





## 4.1 Introduction

The proposal that we are going to present is based on considering the theories of English for Specific Purposes as the best tool for students to develop appropriate skills for communicating in their fields of study. As seen in Chapter 3, a key factor when designing ESP subjects is to identify the needs of the students so that we can design the particular subject that aims to meeting those needs. In this chapter the process tries to find out the target needs that will be discussed. The Needs Analysis carried out has helped us to identify some of the needs students have in learning a foreign language. Taking these needs into account, we have elaborated two course designs for specific purposes focused on what nursing students actually need to learn, two subjects appropriately adapted to their reality, which is suitable and feasible in the teachers' current academic/professional context.

In Nicaragua, there are only two studies related to the teaching of English, one was the research done by Tony and Michele Luxon (1993) who briefly studied such concepts of ESP in the context of the university system in Nicaragua, without defining them, as well as another work done by professors from UNI University in Nicaragua.

At the UNAN-León, the teaching of English for Specific Purposes has been traditionally based on the Grammar Translation Method since the 1990's. Unfortunately, the situation that the Nursing Faculty faced at that time has not changed. We believe that the curriculum design used in teaching English in that faculty should be done taking into consideration the ideas supported by English for Specific Purposes authors, adapting it to the needs of students. For this reason, our work focuses on three main concepts that mainly considered the right use of material, ESP and Nursing. As a base for this work, a theoretical framework was elaborated taking into account the opinions of the following authors: Hutchinson and Waters (1987, p.63), Dudley-Evans and St John (1998), Robinson (1991, p 2), Smoak (2003, p.23), Castillo Caldera (2005, p.65), among others.

Based on these authors' opinions, we decided to design the materials for the Nursing students with the resources that were available. Even though there is a lack of material resources in the Faculty of Nursing, which is a limitation when designing the subject for these types of students, we made up our minds to improve the teaching of English in the Nursing Faculty. Currently, the Faculty is lacking suitable textbooks related to nursing topics, which makes teaching more difficult. Besides, most of the students use text books unrelated to ESP.

In this proposal, ESP is defined as a method, in which the first step is to make a needs analysis in order to identify the characteristics and variables that influence on the creation of one course program. The content of the program takes into account the students' specific needs and includes an eclectic, communicative methodology with strategies for developing the four language learning skills.

This chapter is divided into two sections, first the factors involved in this course design will be explained, and then the program is described in detail.

## **4.2 Course Design**

For creating these two course designs, there are two teachers in charge of carrying out this proposal to improve the ESP in the School of Nursing, especially for the fourth year students in this major. The first professor, whose name is Francisco Parajón, is in charge of the group for the first semester by the year 2006 whereas the second professor, whose name is Indiana Caldera, is in charge of the group in the second semester by the year 2006. It can be said that even though the two teachers are in charge of the same group in two different semesters in fourth year, both of them use the same method to teach the group. They are focused on having the students practice the four skills of the language goal-directed in using vocabulary related to the Nursing major, and they use similar activities for having the students practice the language. However, they differ in terms of the type of English taught in this school. Thus Parajón prepares activities focused more on the academic level while Caldera prepares a combination of both academic and trying

to include some professional English activities. For this reason, it is very important to point out the different issues gotten from this proposal which will be explained in the following paragraphs.

#### **4.2.1. Preliminary Considerations**

Our subject considers English language teaching as one base for our students and our proposal. The second chapter explains the importance of a needs analysis, which is taken into account in order to use the results to design an English subject for IV year Nursing students. The subject is created and adapted to the reality of this university because this will help to generate successful learning and to have effective preparation in the students' present academic life and their future professional context.

After the needs analysis is carried out, the researchers create objectives, select contents related to their major studied and also identify for what kind of students they have to teach and what kind of topics are important for the students, and the appropriate methodology is selected in order to show the academic and professional skills that students require, being these the main reasons for creating this proposal. Finally, the evaluation process is created to assess the students' competence and accomplishment.

Before programming, teachers need to consider the following academic aspects that they have to adapt to their reality:

#### **4.2.2 An Eclectic Approach**

As was mentioned in the previous chapter, where the reader was presented with a review of the theories of language acquisition supporting the different methods and approaches to teaching the target language in order to organize the subject content, whose main aims are to achieve the fixed objectives set for the teaching of specialized English in the Nursing major that the actual students take.

For instance, the commonest types of approaches chosen to teach these two subjects are: The Communicative Approach, which is based on a variety of programs through which students interact and communicate in meaningful contexts; and the Audio-lingual Method, through the practice of repetition drills, speaking and listening; Suggestopedia, especially the use of Peripheral Learning, to have the students focus on the specific type of structure they could use and learn with inductive grammar ; and finally, Total Physical Response, to practice English and to learn the language by doing the exercises in class.

Hutchinson and Waters (1987, pp.85-88) approve of the use of an Eclectic Approach to have an effective teaching and learning process. As was observed on chapter III, the authors mention up to eight different types of ESP syllabi: Structural/ Situational Syllabus, Functional-Notional Syllabus, Situational Task based Syllabus, Situational Skills Based Syllabus, Lexical Syllabus, Grammatical-Lexical Syllabus, Topic based Syllabus, and Notional Syllabus. They consider these syllabi to be the most effective, and they support it for being appropriate to succeed with the students' learning outcome. In addition, they believe that a learning-centered approach for ESP courses is the most effective tool for the teaching of ESP.

Agreeing with Hutchinson and Waters, Jordan (1997, 60-64) also favors an eclectic planning when designing an ESP course. He classified course designs into three categories: product-based which focuses on the outcome students have received throughout the course; skills based, which focuses on having the students gain strategies to use the language in their respective fields or professions; and method or process-based, which focuses on the negotiation of the types of course contents, in accordance with the students' interests from the very beginning of the course.

Robinson (1991, 33-41) offers a similar classification and also underscores the need for an Eclectic Approach in ESP. He takes the students' needs as a basis for what students have to do when using English as a tool for communication.

### **4.2.3 The Student Body of the Nursing Major**

#### **4.2.3.1 The Target Needs**

The conclusions drawn with regard to the students of IV year of the Nursing Major are related to the need for teaching more academic or professional English, goal directed at the students' interests. That is why it is necessary to use the Eclectic Method, which allows for a Communicative approach and the use of Total Physical Response, so that the students can learn communicatively by doing. The needs analysis carried out revealed these *target needs*, all the objectives to be achieved by the student at the end of the subject. For this reason, the aim of this subject is to have the students learn strategies related to nursing and topics they are interested in learning.

After the students have fulfilled the requirements set by the Nursing School, and have acquired knowledge about what a nurse job is, they have to be ready to learn how to pay integral attention to the community in general, being aware of the different actions and information they must be able to handle.

After finding out through our needs analysis why students need English both for their future professional life and for their current academic life, we can describe our students' profile.

#### **4.2.3.2 The Needs Analysis**

According to Jordan (1997, p.20) a needs analysis is "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" We agree with him because when we are asked to learn a second language, in the process of learning we will face specific needs. For this reason, we have to take into consideration that students

take real world roles that imply a very careful analysis when designing material or a didactic unit, the length of it, and of course if it provides the right tools according to what the students want to learn related to their field.

For this proposal, we used a qualitative and descriptive method, which consisted of collecting the information from the students using a questionnaire to gather information about them. After we got the data, we began to describe, explain and interpret the results collected during the research with the purpose of designing a syllabus that will contribute to solve the problems of learning specific type of vocabulary related to nursing, lack of ESP material, and choosing an appropriate method for a more suitable teaching according to the students' needs. The strategies used in this research were divided into several stages such as: acknowledging the importance of the problem, designing the investigation and creating ESP course designs to give an answer to the professional demands.

The use of a qualitative and descriptive method helped the researchers to gather enough information about the students' interests in learning the language and to reach out this goal; we designed an instrument to collect all relevant information about the students, which is the use of a questionnaire for students. The tool was chosen because in this way the information was easy to get, fast to apply to the specific groups, and it gave more confidence to the students to take their time and give their opinion about their appreciation of the way they were learning English as a foreign language. Besides, it was a more reliable source to collect all the necessary information.

This questionnaire was done in February 2006 to Nursing students from IV year. The sample population was one group of 32 students between the ages of 18 to 25 years old. They attended the English subject once a week and four times per month. The group was selected at random in order to collect specific data about their learning.

We applied this questionnaire in Spanish because we needed to be sure they could understand the questions and they could be able to answer them with plenty of information about their current situation. We designed 9 questions that responded to our needs analysis that had to be with the level of English, strategies, ways of learning, purposes of studying the language, motivation, and to know if they considered the language as an important language for their future. After that, we used 2 techniques which consisted of data collection, and the second one was to interview directors, professors from the School of Nursing in order to obtain information about the students' needs, lacks and wants that they faced. Also, professors were asked about the nursing major's pensum and the types of activities students developed.

Our questionnaire was designed with open and close questions that consisted of 7 multiple choice items and 2 information questions. The learning strategies of the students were measured by means of interaction activities ways to know and practice the language, and strategies used outside the classroom.

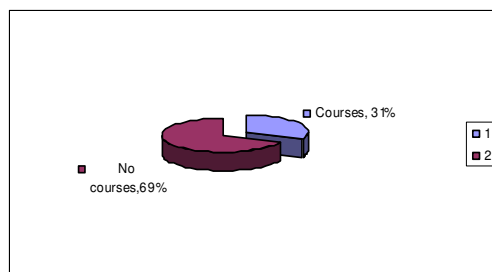
There were 4 questions focused on the motivation of the participants; 2 questions referring to the interest of English as a subject in the class. To know the participant's levels, one question was elaborated in which they answered in what level they identify themselves, for instance we gave different options to answer, such as bad, basic, intermediate or advance; then the classification was used in the 4 language skills: Listening, Speaking, Reading and Writing. The main purpose in this stage was to know what they think about their future, and another one was written to know the background of the students. We asked them some other questions in order to realize about the needs students have. Now, let us introduce in the following paragraphs an explanation of the results of our research.

## 1. Have you ever received an English course before coming to the University?

There were 10 Ss who answered Yes and 22 Ss who answered No. There was a difficulty in this answer because there was not a good balance of knowledge in the English language because 31.25% of these Ss had already attended some English courses added to the classes they attend in high school or private courses. At least they have background knowledge.

This is a positive factor because Ss can understand the class if it is taught in English, but at the same times it is a disadvantage for those 68.75% of Ss who have received little or almost nothing of this language, and that's why they do not pay too much attention to this class.

### English Background



## 2. How do you think you learn English much better?

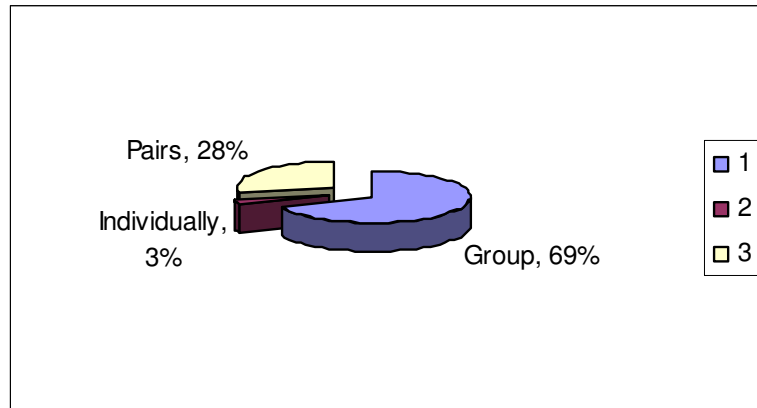
They preferred to study or work in pairs (22) there was 1 student who responded that he preferred to work individually, and there were 9 Ss who answered that they liked to work in pairs.

According to the answers that the Ss gave, we can say that 68.75 % of students preferred to work in groups or pairs. So we can have a better result having our Ss interacting in English; for instance, they can know each other, they don't feel afraid of learning the language because in groups, they will feel confidence while 3 %



which represents one student preferred to learn alone due to his learning style and 28.13% of them admitted that they like and take advantage of studying in groups.

### Better grouping ways to learn

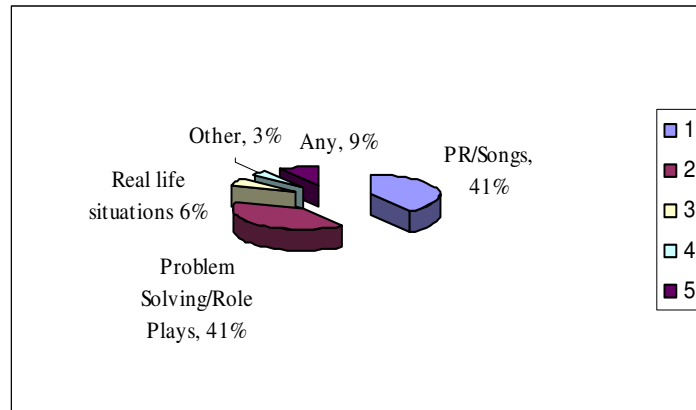


### 3. What are the ways of learning in which you like to practice the English language?

13 students answered that they liked to practice the English language with solving problems activities. 13 students said that they preferred to practice the language by role-playing a specific situation. 2 Ss said that they preferred to practice English through discussion activities. 1 Ss liked the debates as a strategy whereas 3 responded that they liked other types of activities.

Some of these students wrote that they liked to practice through oral presentations and songs(40.63%). We consider that they already selected solving problem and role- plays activities (40.63% of Ss) because through these activities, they can reflect real life or real situations that can happen to them once they are professionals. 6.25% liked the application of learning strategies to their own environment, the other 3.12% reflects other activities in which they feel more comfortable. Finally, there is a 9.37% of students that must be taken into account by the teachers who only want to have a good result in the evaluations through these kinds of activities.

## Learning Techniques

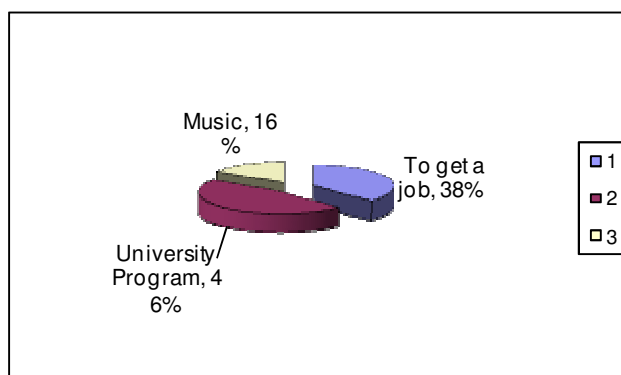


### 4.-Why are you studying English?

The data we got from this group showed up those 12 Ss who were an equivalent of 37.5% who answered that this subject can help them a lot in the future in order to get a good job. 15 Ss that were the equivalent to the 46.88% said that they study English because it is part of the program, other 5 students who are the equivalent of 15.62% who answered that they prefer to study English through reading and listening to music. For example, one answered that he studies English “Because I really enjoy it learning it on this way.”

We can say that according to these results, 84.38% of them recognize how important English in their major is, so it tells us to be careful in the design of the most appropriate material to use in the classroom, and at the same time 15.62% of these Ss recognize the importance of English in their curriculum, so teachers are a little bit more motivated to take these answers as a challenge.

### Reasons to study English

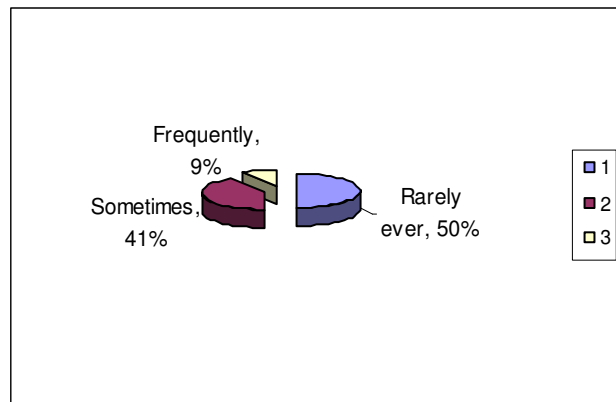


### 5. Do you try to speak English in class?

In this group, we observed that 16 Ss who were the equivalent of 50% answered that they rarely ever speak in class; however, 13 students who were equivalent to 40.62% said that they just sometimes speak in English in the classroom. Just 3 students who were the 9.38% said that they frequently speak English in class.

Those students (90.62%) who do not speak English too much because they do not feel so confident with the language, they have lack of vocabulary, and the frequencies of the classes (once per week) did not contribute to have good motivation for learning the language while the 9.38% of Ss practice English outside the class ( when they take private courses or when they speak English with foreigners).

### Motivation to speak English



### 6. Mention which is the level of English that you have got. Put a cross in the correct area.

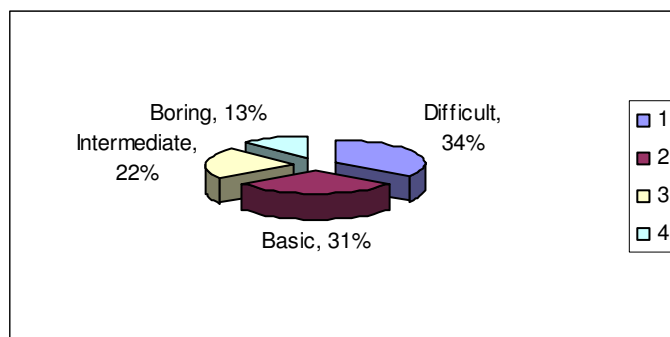
The data gathered from this question are the following ones: In the *listening* skill, there were 11 of Ss (**34.37%**) who said that this is the most difficult skill for them, 10 Ss (**31.25%**) said that they had a basic level and just 7 of them (**21.88%**) said that they had gotten an intermediate level whereas 4 of them (**12.5%**) were not interested in using this skill. About the *speaking* skill, there were 15 Ss (**46.88%**) who said that they have got a basic level. 10 Ss (**31.25%**) said that they had a bad level of English, just 3 students (**9.37%**) answered that they had an intermediate

level of English in this specific skill, fortunately only 4 (12.5%) were not interested in speaking English in class. In relation to *reading*, 17 (53%) students got a basic level of reading understanding, 12 (37.5%) of this group had an intermediate level of this skill and 3 (9.3%) of them mentioned that they had a bad level in this skill. On the other hand, 12 Ss (37.5%) considered that they had a basic level in *writing*, 8 Ss (25%) said that they had an intermediate level and 12 (37.5%) said that they were bad at writing; other four (12.5%) students were not interested in practicing this skill.

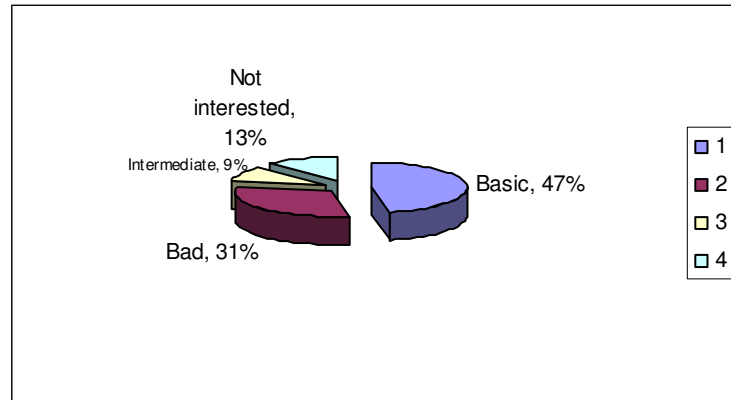
According to the result we have showed above, there were 65.62% of those Ss who had a basic and intermediate level in Listening skill because they did practice just a little. We could observe that one of the main reasons was that they did not have enough classes of English (once per week) and the other 25% in Listening were in an intermediate level because they were able to attend private classes or English courses. Talking about the Speaking skill, it can be considered that there was not problem with the writing ability because some students had gotten previous knowledge of the language because they had taken private English courses or the English they had attended in high school was focused on these abilities. They preferred writing, but there was a minority of students (9.8%) who said that they still had problems on this skill. So, we observed that the teacher who is attending this group must take into account this minority group of students before selecting the specific materials when designing the course syllabus in order to get better results.

### Level of English in different skills

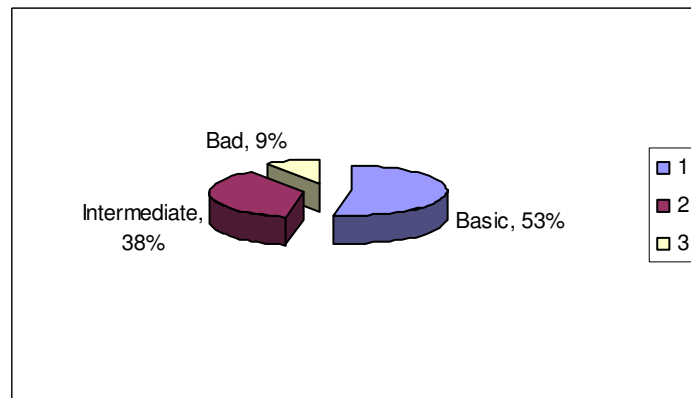
#### Listening



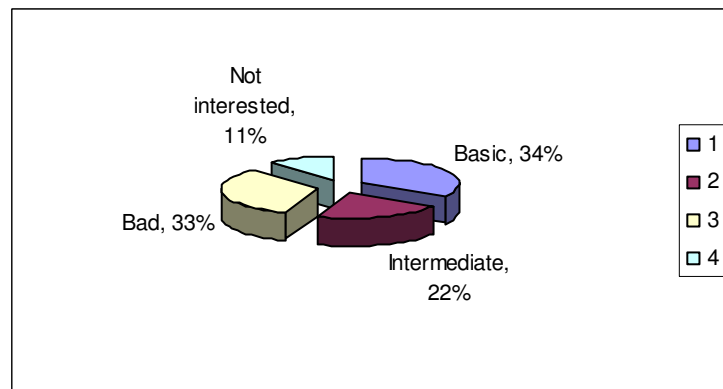
## Speaking



## Reading



## Writing

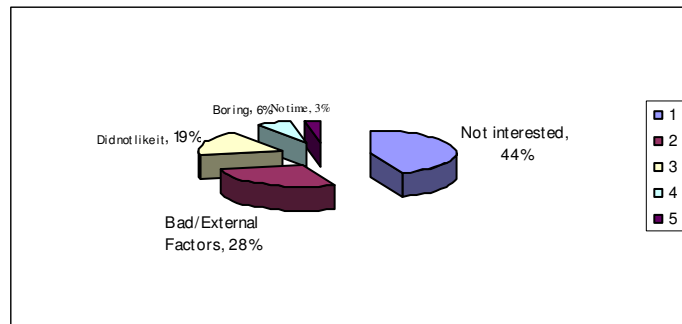


## 7. What makes you lose interest in learning English during class?

According to the results we got in this question, 14 students were the equivalent of **43.76%** who had said that they had lost interest in learning English due to the lack of understanding the meaning of the words in their handouts. 9 Ss who were equivalent to **28.13%** lost interest in learning this language because of external factors, such as the crowded and noisy classrooms whereas 6 students who represented the **18.75%** had said that they didn't like English because it was not meaningful for them and 2 students who represented the last **6.24%** found learning English boring and 1 student that represented **3.12%** of them chose the option "other" and they said that the frequencies they spent attending this subject is not enough, so it prejudiced them in the learning of this subject. They also added that the methodology was not the most appropriate. Finally, there was a student who marked all the options because he considered that all of them were quite important".

According to these results, we can say that the **100%** of the students these problems are focused on the lack of the most appropriate resources to present a class more attractive to the students with the idea of encouraging them in learning English. In addition, the crowded and noisy classrooms provoke not a good environment for the students. Besides, we can't omit that one of the main factors for losing interest in learning the language is the lack of material to study due to the students' economical situation. Also, teachers sometimes can not find materials focused on the major they are teaching, and it lets students lose interest in the subject because crowded classes in a small classroom, with lack of good conditions are not convenient to get a better result because there is a lack of direct attention from the teacher to the students.

## Causes to lose interest in class

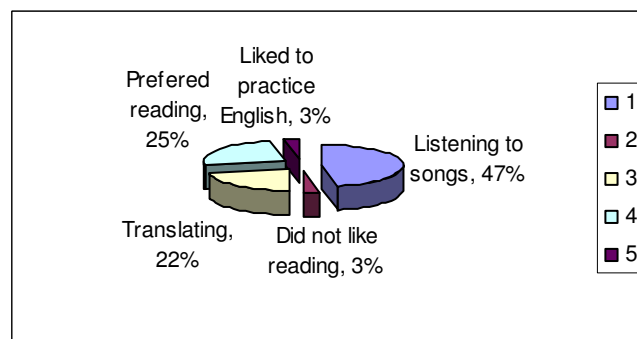


## 8-Which of these strategies do you try to use outside the class?

As we can observe, 15 students who are equivalent of **46.88%** chose that they listen to songs in English with the purpose of learning the language, 8 students who represent **25%** prefer reading stories in English, 7 students who were the equivalent of **21.88%** liked to think about the meaning of any English word when they watched them in any advertisement and labels, 1 student that represents **3.12%** did not like to read in English and only 1 student (3.12%) said that he liked to speak English when he meets foreigners.

Most of them used as main strategies listening to music, watching movies in English because they feel more comfortable and attracted to learn about it when the language is taught with activities they like to do.

## Strategies to use outside class

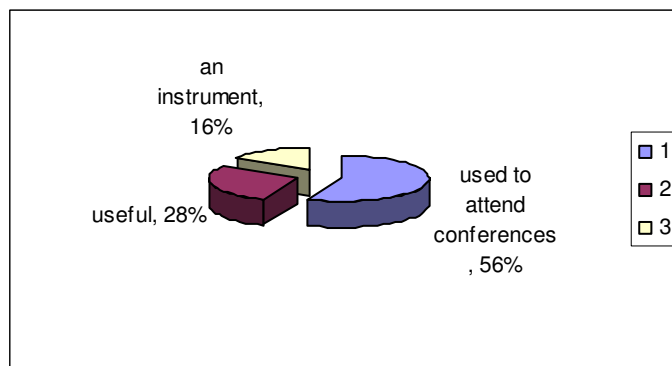


### 9. In what way do you think English will help you in the future?

In this last question, 18 students answered (**51.2%**) that they think this language will help them to attend conferences related to their field, 9 students (**28.2%**) chose English because it is useful for reading specialized texts, 5 students (**20.5%**) said that they think the language will help them to get a better job and consequently, work in a foreign country.

The conclusions of this Needs Analysis revealed the target needs that students from Nursing major showed, most of them are not motivated by the actual material teachers are using. One of the main reasons is probably the lack of material teachers must face when designing the syllabi. Another aspect to take into consideration is the lack of opportunities students have when they want to go beyond learning more about the subject. The curriculum is filled with subjects related to the major, such as professional practices where students have to complete 15 hours giving services to different communities in the occident of León city, which obliged them not to take the classes of service (such as English) as a priority for them to study. In addition, there are no real conditions or a good environment to learn plus the low frequency of the class (two hours per week) for the teaching of English which does not encourage the students to try to put into practice the knowledge acquired.

### English is





#### **4.2.3.3 Student Profile**

According to the students' profile, they need to be able to pay integral attention to individual patients, encouraging actions, and focusing on prevention, cure and rehabilitations at different levels. In addition, the nursing students are trained to work as assistants, teachers, etc. depending on the place where they are needed or what they are asked to do.

By the year 2006, the group was researched by applying them the instrument of a questionnaire. This same group was then taught with a subject designed with academic and professional activities in the year 2007, by this time they were in fourth year. The researchers gave the students different ways and settings for them to interact, for example: they worked individually, in pairs and in groups of three forming a semi circle whenever they had the English lesson.

These students are between the ages of 18-25 years old and come from the city of León and the rural areas in the western part of the country. In general, the English level of those students from the rural areas is generally quite low, and their interest in learning the language is scarce. By and large, the type of English these students received in high school was inadequate plus not having an appropriate teaching method used in the English courses they encountered in their early years at the university was not communicative or needs based. As a result, the students' motivation was low, for they did not understand that the language was a tool in their field of study. They did not realize that, because Nursing graduates in the future might be assistants, administrators, teachers and/or researchers, they needed to learn the foreign language in order to be competent, qualified and better professionals.

In relation to motivation, some of them like the language and consider that it is very important to learn English for their professional future. Others, however, only study

English because it is part of their curriculum, and a few of them dislike studying the language.

#### **4.2.3.4 Plan of Studies**

Nursing students receive two English subjects in their first year at the university. The first subjects, called English I and II, are based on a refreshment course to know the students level of English that they received in their high school. Mainly, what they have in class is a review of the previous contents, primarily grammatical ones, that focuses more on general English, with translations of the new words. Also, there is not a specific course textbook focused on the topics they usually have in the nursing school. The main purpose of this course is to have the students gain confidence and get to know the new ways of learning this foreign language studying at the university level.

In the first semester of their second year, students receive English III and English IV. The subjects are designed with the purpose of helping Nursing students with vocabulary related to different topics not related to their major and with the focus that they actually needed in that moment.

The students then receive, in English V and VI, more topic-oriented subjects related to their specialty. But it is a beginning level and the teacher mainly uses the Grammar Translation Method, focusing on reading comprehension and writing paragraphs about a certain topic.

Lastly, the fourth subjects students take are English VII and VIII. These subjects are more goal-directed to the students' specialty, which in this case is English for Nursing. At this level, students are supposed to have advanced knowledge of the language; however, the group from this proposal showed a low level of the language and found it hard to understand terms related to their major. In the following paragraphs, you can see the main and specific objectives related to these fourth year students who were the subject of investigation for the project.

### **4.3 Course Planning**

In this subject, all the information related to our proposal can be found: the general and specific course objectives, the content for subjects, the methodology proposed and, finally the syllabus designed for the two different subjects include the final part of the process, which is the evaluation in the subject.

#### **4.3.1 Course Objectives**

Keeping a goal in mind gives us the direction to achieve something successfully. It also gives us the path to see what can be changed or not and what is necessary to improve as teachers. The objectives have to be set as clear as possible to achieve them at the end of the teaching and learning process, thus helping the teachers to guide the students according to what they actually need and what they are interested in learning. The general and specific objectives set for each of the course subjects will be summarized in section 4.3.3 when the different syllabus proposals are described.

#### **4.3.2 Content**

It is important to point out that the content of the subjects does not follow a specific English Curriculum because most of the teachers select material they have, without necessarily using something already settled. Choosing what it is that students need is a challenging task that allows us to focus on the selection and classification of the type of method, topics, and material used for teaching English in this field. In this way, the learners become more interested in the subject, more independent from the teachers, and more critical thinkers to evaluate the case studies as real life issues. Thus, by getting an idea on how the content they are learning will be useful in their jobs once they finish their majors and start being professionals, students are motivated to learn.

After analyzing the general information given for each of the subjects, it is of paramount importance to mention that the contents selected for each of the subjects are not chosen at random, they are selected according to the students' Spanish Nursing Major curriculum of study. Here, we show you the two main content areas we selected for the continuum of this new system to teach them in ESP.

#### **4.3.2.1 Oral Communication Content**

The subjects are focused on both the use of the Eclectic Method and the Communicative Approach because they use activities that can be adapted to the students' meaningful context, and at the same time, to encourage them to learn and practice the four skills: listening, speaking, reading and writing.

The techniques of using short presentations, discussions in class, debates, lectures or workshops, etc and the use of other techniques will allow the students to interact and so to understand better the topics studied in class. In addition, the goal is to develop the students' critical thinking skills, providing them with the ability to think for them, evaluate arguments and give their personal opinion about every case study.

#### **4.3.2.2 Written Communication Content**

The students in this subject will read topics related to know and identify the symptoms sick people may have. Students fill in checklists from León hospital, and they use some strategies to read for comprehension of the gist of the text and specific words or key words. Similarly, students are asked to write with good content and organization of ideas when they are asked to write clinical reports. Also, they prepare material written with the purpose of making workshops and give information to the patients.

They read case studies related to the most common problems that the patients have and they write solutions to such problems. In addition, they interpret the

content of clinical diagnosis and their personal opinion about case studies. In other words, they write one report about a specific topic giving as much information as possible about the sick people. At the end of the course, they write a plan about the way they can organize the way they can assist the patients.

#### **4.3. 2. 3 Methodology**

These subjects are mainly focused on the use of an Eclectic Approach because the teachers use activities from different methods and approaches to encourage the students' learning and practice of the four skills: listening, speaking, reading and writing through communicative activities related to the students' interests.

The methodology proposed focuses on the Eclectic Method, with a higher influence of the Communicative Approach and the Total Physical Response. The methods have been chosen for the purpose of having students learn the foreign language in a more comfortable environment. They also communicate in a more motivating way by practicing things related to their field.

The strategies used in this subject provide the students with enough tools for them to use in their field of work. They encourage participation in class, respect and the opinion of the rest of the students. The teachers play the role of facilitator in the process of teaching and learning, and they help the students to have contact with the language through exercises of self study that encourage them to visit the English laboratory in order to study, know the material that the laboratory has and thereby become familiarized with the language. Each chapter includes extra material chosen for the class sessions.

In order to attain all the subjects objectives, the two subject proposals are divided into different units, in which the students' specific vocabulary related to nursing and the role of the nursing assistants is stressed. Thus, the students bring different resources used when they have their practice class in the clinic, and also they do research on some topics for the class through internet.

### **4.3.3 The Subjects**

#### **4.3.3.1 English VII and English VIII for Nursing**

These two subjects are designed for students of Nursing who want to learn English for Specific Purposes related to their major. The subjects are focused on how to teach English in this field of study in an academic way, but at the same time trying to include some activities they can do as professionals.

The proposal for English VII has been designed by professor Francisco Parajón. Professor Indiana Caldera presents her proposal for the subject English VIII for Nursing.

#### **4.3.3.2 English VII for Nursing**

Using a syllabus for a specific course gives the teacher the path for evaluating what it is that students need to learn, how we are going to teach it and how students will be assessed. For this reason, the type of syllabus used for this group, being this a similarity found on each of the cases, was the Functional- Notional syllabus type. This syllabus was chosen due to the need to achieve the competences of the subject and increase the specific vocabulary of their field of study. Once the students achieve the competences they need to learn, they will be ready to perform specific activities they can do, such as being able to describe illnesses, identify the different types of micro organisms and their characteristics, etc.

What follows is a description of the subject for IV year Nursing students. This subject is called English VII and it is given in the first semester of the year 2006; it is a mandatory course because students take it as a follow up course part of their curriculum. Besides, the subject has 3 credits, in which the theory with the practice of the language related to the major is combined to make the students competent enough to use the language and perform it in the different given situations.

**NAME OF THE COURSE:** English VII for Nursing

**Area:** Nursing English for Specific Purposes

**Course type:** Mandatory Course / Academic Course.

**Number of credits:** 3

**Semester:** I

**Hours per week:** 2 HOURS (1 session of 120 minutes) + independent work.

**N° of Students:** 32

**Schedule:** THURSDAY: 9:00 to 11:00

After previously taking six courses, students are required to have a high beginner level.

## English VII for Nursing

### A) COURSE OBJECTIVES

#### General Objectives

Students will be able to use the different language skills to describe the different illnesses in the human body systems.

#### Specific Objectives

1-Students will know how to describe different diseases that affect the parts of the body.

2-Students will know how to identify what types of microorganisms and characteristics they can find in a case report of a specific patient.

3-They will also know how to listen for comprehension of specific ideas about what parts of the body are being affected by such microorganisms.

4-They will also be able to write a report about the clinical situation of a patient. Students will be able to talk about diseases in the body systems.

## B )CONTENTS

For the first chart, you can appreciate that due to the fact that it is an academic course, there is influence of certain theory students need to learn, especially because they do not have a good domain of the language, worse of terms content-related to their field of study. Besides, the practice of the language is part of the students' performance of the topics studied in class.

### UNITS/LESSONS IN THE PROGRAM

UNITS	THEORY	PRACTICE	TOTAL	Time
1- Internal and External Parts of the body.	20	80		6 hrs.
2- Types of microorganisms and their characteristics	20	80		8 hrs.
3- Common diseases in the body system.	20	80		6 hrs.
4- Effects in the Human Body Systems	20	80		4 hrs.



<b>UNIT 1 INTERNAL AND EXTERNAL PARTS OF THE BODY</b>
<b>LANGUAGE</b>
<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>-words that describe different diseases that affect the parts of the body.</li> <li>-parts of the body</li> <li>-diseases</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>-third person singular</li> <li>-verb: have/has.</li> <li>- Verb: to-be.</li> <li>-vocabulary about parts of the body and diseases.</li> <li>-articles: a / an / ø</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>identifying parts of the body</li> <li>expressing opinions about how to solve problems in their health</li> <li>classifying symptoms and diagnosing the patients' disease</li> </ul>
<b>SKILLS WORK</b>
<p><b>READING/ WRITING</b></p> <ul style="list-style-type: none"> <li>-analyze a determined patient's checklist to identify diseases</li> <li>-write a report account of the patient's history</li> </ul> <p><b>TASKS</b></p> <ul style="list-style-type: none"> <li>-identify what part of the body is affected</li> <li>-give a care plan for the patient's own good.</li> <li>-write discharge summaries for each of the patients diseases.</li> <li>-solve a problem on how to care a patient's disease.</li> <li>-answer comprehension questions</li> </ul> <p><b>LISTENING/SPEAKING</b></p> <ul style="list-style-type: none"> <li>-answer the comprehension questions</li> <li>-in pairs talk about the different diseases and how to care each part of the body affected by the disease.</li> </ul>
<b>ADDITIONAL ACTIVITIES</b>
<ul style="list-style-type: none"> <li>-find information about the most dangerous diseases that affect people nowadays on the internet or reference books.</li> <li>-take notes and write a write a summary of the disease and parts of the body affected.</li> </ul>

<b>UNIT 2 TYPES OF MICROORGANISMS AND THEIR CHARACTERISTICS.</b>
<b>LANGUAGE</b>
<b>VOCABULARY</b> -words that name microorganisms -characteristics of microorganisms.
<b>GRAMMAR</b> -simple present -indefinite articles with names of microorganisms. -third person singular. -vocabulary about names of microorganisms.
<b>FUNCTIONS</b> -explaining the differences among microorganisms in easy language. -expressing opinions about how to prevent viruses and bacteria in the body. -write letters and reports about patients cases.
<b>SKILLS WORK</b>
<b>READING/ WRITING</b> -reading and interpreting notes about viruses and bacteria found in a patient. -reading and writing nursing care plans
<b>TASKS</b> -look at the pictures, identify the type of bacteria or virus and match it to the sentences. -fill in the blanks the text with the words in the box. -discuss about how to prevent the viruses and bacteria in the reading -give feedback about other ways to avoid viruses and bacteria in our family.
<b>LISTENING/SPEAKING</b> -answer comprehension questions -in groups, give a workshop on how microorganisms affect our bodies and ways to prevent them from viruses and bacteria.
<b>ADDITIONAL ACTIVITIES</b>
-presenting patient education session -video taping the way they would treat a certain type of virus or bacteria in a patient.

<b>UNIT 3 COMMON DISEASES IN THE BODY SYSTEM.</b>
<b>LANGUAGE</b>
<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>-words that name diseases</li> <li>-systems of the human body</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>-indefinite articles with names of illnesses.</li> <li>-vocabulary about diseases.</li> <li>-systems of the human body.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>-reflect on the functions of the systems of the body.</li> <li>-requesting the symptoms in a patient.</li> <li>-identifying the type of body system affected by the disease.</li> <li>-using counseling skills</li> </ul>
<b>SKILLS WORK</b>
<p><b>READING/ WRITING</b></p> <ul style="list-style-type: none"> <li>-reading and writing progress notes.</li> <li>-scan the types of diseases and systems affected by such diseases.</li> </ul> <p><b>TASKS</b></p> <ul style="list-style-type: none"> <li>-answering questions</li> <li>-completing sentences with the systems of the human body.</li> <li>-video watching and note taking of the main diseases mentioned and watched on the video.</li> <li>-make inferences and draw conclusions</li> <li>-constructing nursing care plans</li> </ul> <p><b>LISTENING/SPEAKING</b></p> <ul style="list-style-type: none"> <li>-asking for repetition and clarification.</li> <li>-create an invention with a group and report on it with visual aids.</li> </ul>
<b>ADDITIONAL ACTIVITIES</b>
<ul style="list-style-type: none"> <li>-role playing the video with their own adaptation.</li> <li>-reading and interpreting nursing care plans.</li> <li>-writing incidents reports</li> </ul>

<b>UNIT 4 EFFECTS IN THE HUMAN BODY SYSTEMS</b>
<b>LANGUAGE</b>
<b>VOCABULARY</b> <ul style="list-style-type: none"><li>-names of the body system (a description of what it is).</li><li>-names of common disorders (diseases).</li><li>-names of parts of the body affected.</li><li>-words that describe how to take care of the patients with such problems</li></ul>
<b>GRAMMAR</b> <ul style="list-style-type: none"><li>-indefinite articles with names of illnesses.</li><li>-vocabulary about diseases, systems of the human body, parts of the body.</li><li>-adjectives</li></ul>
<b>FUNCTIONS</b> <ul style="list-style-type: none"><li>-giving instructions</li><li>-giving feedback</li><li>-expressing advice on how to treat different diseases.</li></ul>
<b>SKILLS WORK</b>
<b>READING/ WRITING</b> <ul style="list-style-type: none"><li>-writing a nursing history</li><li>-writing incident reports</li><li>-reading routing forms, charts, and instructions.</li></ul>
<b>TASKS</b> <ul style="list-style-type: none"><li>-giving feedback</li><li>-present a chart or diagram of the body systems, parts of the body and diseases that affect the body.</li><li>-give a lecture on how to care our bodies.</li></ul>
<b>LISTENING/SPEAKING</b> <ul style="list-style-type: none"><li>-comprehending medical records and histories.</li><li>-requesting cooperation</li></ul>
<b>ADDITIONAL ACTIVITIES</b>
<ul style="list-style-type: none"><li>-give a lecture using appropriate medical terminology.</li></ul>

### **C) EVALUATION**

The assessment and evaluation of the group shows the academic way students are evaluated with. That is, they are evaluated through homework where students need to investigate about diseases of the human body, so they have to go to the library and research on any book about the topic by taking notes and writing a summary to present or participate in class; such evaluation is of a quantitative one worth 40 points. The next session of class, students need to do a problem solving activity to find the ways they can treat the diseases currently affecting people in Nicaragua.

### **D) MATERIAL**

It is important to emphasize that this subject does not have a specific textbook to be used for the Nursing area. Therefore, there is a selection of different books that are adopted and adapted to the students needs; such books are *Tapestry I and IV Listening & Speaking* by Kalkstein, Helen and Maurer Virginia, *Connect with English*, and *The Nursing Assistant* which are combined to teach academic English for students of nursing. Also, other sources that can be selected are the use of pictures to illustrate the topics to be taught, cardboard paper for presentations and workshops, the Internet, dictionaries, markers and notebooks for the activities that are planned in the syllabus.

#### **4.3.3.3 English VIII for Nursing**

Likewise to the previous syllabus, the type of syllabus selected for the group resembles in the way that it is also a functional-Notional syllabus, but it is combined with the mixed or multi-strand/ eclectic syllabus. One part refers to the functional-notional syllabus because the students not only learn specific vocabulary related to their major, but also the grammatical points and strategies related to which skills students need to learn.

In addition to using the functional-notional syllabus, it also makes use of the eclectic syllabus because once the teacher knows the students' needs and their

reality, then the use of a multi-syllabus will help to cover the different needs and specific strategies that students due to their characteristics need to develop according to their interests and the major they are studying.

The following syllabus is done for Nursing students of the second semester. The following chart describes the general and specific objectives, content, extra activities, materials, evaluation and observations about the course.

**NAME OF THE COURSE :** English VIII for Nursing students

**Area:** Nursing English: Specific Purposes

**Course type:** Mandatory

**Number of credits:** 3

**Semester:** II

**Hours per week:** 2 HOURS (1 session of 120 minutes) + independent work.

**Nº of Students:**35 students

**Course:** Fourth year Nursing students.

**Schedule:** Thursday 9:00 to 11:00.

Previous knowledge from the students: Basic level of English (These students have to pass English I, II, III, IV,V,VI,VII in order to receive this course.

## English VIII for Nursing

### A) OBJECTIVES

#### General Objectives:

At the end of this semester, students will be able to:

1-identify the symptoms of pregnant women and to know the role of nursing assistant in providing specific information to the pregnant.

2-use specific strategies to give lectures about what the nursing assistant has to do in the prenatal care.

3-assist the patient in the different pregnancy stages.

4-communicate their personal opinion about the problems found when assisting pregnant women in emergencies.

- 5-provide information to the patient about how to have a happy and healthy baby.  
 6-apply strategies in lecturing pregnant women about the appropriate nutrition they need to have.

### **Specific Objectives:**

Students will be able to:

- 1-discuss how a pregnant woman can have prenatal care.
- 2- write an appropriate care plan to give special attention to the mother and baby.
- 3-listen to different patients discomfort in the pregnancy period in order to inform pregnant women about the solutions to these problems found for each patient.
- 4- share personal opinion with their partners in class.
- 5-read for comprehension of specific case studies related to pregnancy discomforts so that they give pro-active solutions to such problems.
- 6-give lectures about the right type of nutrition that a pregnant woman should have.
- 7-persuade the audience to promote healthy Eating habits in pregnant women.

## **B) CONTENTS**

The second chart shows how the content areas to be covered for the second semester of fourth year are related to what students need to learn according to the nursing curriculum. This second course is both academic and with certain aspects that a professional course may include.

### **UNITS/LESSONS IN THE PROGRAM**

<b>UNITS</b>	<b>Name of the units/ block / module</b>	<b>Time for the unit</b>
IV	Prenatal care	12hrs.
V	Discomforts of pregnancy.	8 hrs.
VI	Nutrition for your pregnancy.	4 hrs.

<b>UNIT 1 “YOU’RE PREGNANT”</b>
<b>LANGUAGE</b>
<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>-vocabulary about signs and changes in pregnancy</li> <li>-words that describe mood changes, feelings, and pregnancy conditions.</li> <li>-terms and acronyms in a prenatal checklist</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>-simple past: regular and irregular verbs</li> <li>-simple present: verb: have / has and verb: to-be.</li> <li>-adjectives related to mood changes</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>-identify the symptoms of pregnant women and to know the role of the nursing assistant in providing specific information to the pregnant.</li> <li>-make use of specific strategies to give lectures about what the nursing assistant has to do in the prenatal care.</li> </ul>
<b>SKILLS WORK</b>
<p><b>READING/ WRITING</b></p> <ul style="list-style-type: none"> <li>-analyzing case studies about pregnant women</li> <li>-write a reflection about how to give appropriate information to pregnant women.</li> </ul> <p><b>TASKS</b></p> <p>interpreting symptoms of pregnant women.</p> <p>filling in the pre natal checklist.</p> <p>workshop about signal and symptoms of pregnant women”.</p> <p><b>LISTENING/SPEAKING</b></p> <ul style="list-style-type: none"> <li>-answer the comprehension questions about mood changes, feelings, and special family problems that the pregnant may suffer in her condition.</li> <li>-role play a pregnant visit to the hospital ( admission, personal safety, comfort, communication, and taking vital signs)</li> <li>-give a workshop about signal and symptoms of pregnant women.</li> </ul>
<b>ADDITIONAL ACTIVITIES</b>
<ul style="list-style-type: none"> <li>-research about prenatal checklist in the different clinics, hospitals from León and write about what the role of the nursing assistant is in completing the checklist from the patient in one hospital.</li> </ul>



<b>UNIT 2 YOUR BABY GROWS</b>
<b>LANGUAGE</b>
<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>-vocabulary about the development of pregnancy, calendar months, periods of this process.</li> <li>-vocabulary about changes of the baby in the uterus.</li> <li>-words that describe the three periods of pregnancy.</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>-would ( possibility)</li> <li>-present perfect</li> <li>-wh-questions</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>-use specific strategies to give lectures about what the nursing assistant has to do in the prenatal care.</li> <li>-assist the patient in the different pregnancy stages.</li> </ul>
<b>SKILLS WORK</b>
<p><b>READING/ WRITING</b></p> <ul style="list-style-type: none"> <li>-analyze case studies and find the appropriate role of the nursing assistant in all situations showed in the cases</li> <li>-write a care plan to give special attention to the mother and the baby.</li> </ul> <p><b>TASKS</b></p> <ul style="list-style-type: none"> <li>-analysis of cases.</li> <li>-write a care plan to give special attention to the mother and the baby.</li> <li>-discuss on a negotiating table.</li> <li>-give counseling on how to identify negative symptoms.</li> </ul> <p><b>LISTENING/SPEAKING</b></p> <ul style="list-style-type: none"> <li>-discuss the solutions for the problems in the case studies.</li> <li>-answer questions about the process of the baby in the pregnancy stage.</li> <li>-give a workshop about what the nursing assistant has to do in prenatal care.</li> </ul>
<b>ADDITIONAL ACTIVITIES</b>
<ul style="list-style-type: none"> <li>-complete the checklist from a pregnant patient</li> <li>-give advice about prenatal care or explain the process of different changes that the mother and baby suffer</li> <li>-write a report and go to the 2<sup>nd</sup> and 3<sup>rd</sup> year of nursing students and explain your experience giving advice and information about this topic and the role of the nursing in this part of their major like counselor</li> </ul>

<b>UNIT 3 PROBLEMS IN THE PREGNANCY STAGE.</b>
<b>LANGUAGE</b>
<p><b>VOCABULARY</b></p> <p>-vocabulary about miscarriage, anemia, bladder and kidney infections, preterm labor, toxemia, and RH factor.</p> <p><b>GRAMMAR</b></p> <p>-wh-yes/no questions</p> <p>-passive form</p> <p>-commands</p> <p><b>FUNCTIONS</b></p> <p>-communicate their personal opinion about the problems found when assisting pregnant women in emergencies.</p> <p>-provide information to the patient about how to have a happy and healthy baby.</p> <p>-promote prevention of the infections.</p> <p>-share different points of view.</p>
<b>SKILLS WORK</b>
<p><b>READING/ WRITING</b></p> <p>-interpret case studies of diseases the pregnant suffers in this stage.</p> <p>-write a report of the patient's main symptoms and identify the diseases she has in her pregnancy.</p> <p><b>TASKS</b></p> <p>-interpret case studies.</p> <p>-discuss what experts would do in these cases.</p> <p>-report a case study.</p> <p><b>LISTENING/SPEAKING</b></p> <p>-listen to the description of 3 infections during the pregnancy period and complete the chart about the characteristics of each type of infection.</p> <p>-discuss your answers to the questions below with their partners.</p> <p>-answer the comprehension questions.</p>
<b>ADDITIONAL ACTIVITIES</b>
<p>-investigate the various programs in your community that are designed to help teenagers think more carefully about pregnancy: Are the programs free? Do they offer classes on prenatal care, childbirth, and parenting? Are these classes for teenage fathers as well? Is there a counselor on staff with whom a teenager can talk? Report your findings to your classmates.</p>

<b>UNIT 4 PREGNANCY CARE</b>
<b>LANGUAGE</b>
<p><b>VOCABULARY</b></p> <p>-vocabulary about food guide pyramid, six general categories, weight gain, and vegetarian diets.</p> <p><b>GRAMMAR</b></p> <p>-should plus present perfect</p> <p>-wh- present perfect questions</p> <p><b>FUNCTIONS</b></p> <p>-plan a nutritious diet for pregnancy women</p> <p>-apply strategies in lecturing pregnant women about the appropriate nutrition they need to have.</p> <p>-persuade the audience to promote healthy eating habits in the pregnant women.</p> <p>-promote the right balance of nutrients and calories to the pregnant women.</p>
<b>SKILLS WORK</b>
<p><b>READING/ WRITING</b></p> <p>-read the nutrition problems of pregnant women and give a solution for each case.</p> <p>-write a summary of the checklist completion</p> <p><b>TASKS</b></p> <p>-problem solving activity to find the solution of a case.</p> <p>-completing nutrition checklists.</p> <p>-class discussions about appropriate nutrition in pregnant women for special cases.</p> <p>-give a short workshop</p> <p><b>LISTENING/SPEAKING</b></p> <p>-chain drill: listen to the summary of the text and tell your partner the important points of this listening. Then, your partner will do the same with another partner and so on.</p> <p>-discuss discussions about appropriate nutrition in pregnant women for special cases.</p> <p>-use interviewing techniques to get information about the food guide pyramid for the pregnant.</p>
<b>ADDITIONAL ACTIVITIES</b>
<p>-plan a three- day menu of nutritious meals for a woman in her last few weeks of pregnancy. Include information about supplementary vitamins and minerals as well as suggestions for appropriate snacks.</p>

<b>UNIT 5 HEALTHY EATING HABITS IN THE PREGNANT WOMEN</b>
<b>LANGUAGE</b>
<b>VOCABULARY</b> -vocabulary studied during the class. -useful expressions to persuade and convince the audience.
<b>GRAMMAR</b> -review of the simple past tense, present perfect and the passive voice.
<b>FUNCTIONS</b> -persuade the audience to promote healthy eating habits in the pregnant women. -promote the right balance of nutrients and calories to the pregnant women.  -respect the opinions of the members of the group.  -use techniques to give lectures
<b>SKILLS WORK</b>
<b>READING/ WRITING</b> -read about appropriate food in the pregnancy period. Also, investigate about what kind of illnesses the pregnant women have to prevent. -write a summary using your own words to give the nutrition problems of pregnant women and give a solution for each case. -write a summary of the checklist completion
<b>TASKS</b> -lecture in front of the audience
<b>LISTENING/SPEAKING</b> -prepare a lecture about nutrition. choose the fruits, vegetables, etc, and describe in what month of the pregnancy period is important to eat this kind of food and how much quantity is recommendable, what kind of illnesses the pregnant women prevent and write with your own words your respective concepts or descriptions. -listen and take notes of our partners' lectures. then, give your opinion about this information you got and report your own ideas towards this aspect.
<b>ADDITIONAL ACTIVITIES</b>
-construct nursing care plans -use summarizing responses

### **C) EVALUATION**

The evaluation for the subject is divided into formative and qualitative evaluation. The formative evaluation consists of one continuous evaluation which main purpose is to know if the students are practicing the language successfully, or if they present difficulties in one specific area of the course. At the beginning, the teacher makes one diagnostic test in order to identify the students' strengths and weakness that can be identified from the very beginning of the course. The other activities are the students' discussions in the different class activities, in which the students show their interest and motivation to learn English using specific vocabulary of their field. Finally, at the end of every class, students give some feedback about how they felt with the lesson activities.

Another kind of evaluation is of qualitative type, in which the teacher will design an individual written or oral test of the theme studied in class. Students will make oral presentations about one specific topic in nursing forming groups of 4 or 5 students. For example: They will research about a model of Checklist used in different hospitals and clinics from León and they will compare the information with the model the teacher gives them in class in order to know the different types of checklists studying kinds of cases with the problems of the patients, and they will be evaluated with a final task.

The evaluation is presented as follows:

The first evaluation is 15 points that is about the students getting different checklists used in Nicaraguan clinics and hospitals. Once they get such checklists, they have to write about the role of the Nursing assistant and be ready to make a workshop for next class explaining their roles using the checklist as a base.

The second type of evaluation is making short presentations of a role play that is going to be created through a video, this is worth 15 points. Students are asked to investigate about the different programs in their community. They are presented

with a set of questions, which they are going to use to write a report about the different activities they observe on the video.

The third type of evaluation is a 20 points quiz which is about giving a workshop role playing how nurses provide patients about their nutritious habits. And finally the exam is worth 50 points in which students are going to give a lecture in order to explain to the community in general what nutrition habits are necessary for pregnant women. These evaluations are necessary for creating on the students some habit formation for the practice of the language related to their major and future career.

#### **D) Material**

The material chosen for the course tends to be focused more on professional documents, such as the use of pre-natal and nutrition checklists, newspapers, magazines, photocopies, articles taken from the Internet, posters, and real case studies translated into English, care plans, menu of nutritious meals, flip charts, graphs, diagrams, computer, realia and video clips. However, there is not a base book for the course, so there is a suggestion of a combination of suitable textbooks that can be used for these types of students, such as: Your Pregnancy written and prepared by the staffs of Marshfield Clinic and Saint Joseph's Hospital in Marshfield, Wisconsin, The Nursing Assistant by Jolynn Pulliam, Nurse's Clinical Pocket Manual: Nursing diagnoses care planning, and documentation, and Building and using a model of nursing (1990, Stephen g. Wright).

#### **CONCLUSION**

It can be concluded that the base of any type of proposal or investigation has to be the Needs' analysis to know the weaknesses and strengths found in a specific course. The parameters gotten from this Needs Analysis helped the investigators to design a better, appropriate and adapted course content of English for students of Nursing; this helped us to see the selection of the specific material students needed in order to adopt the one that was more suitable and adapt it to our reality.

Besides, it helps us to sequence the content to be used so that the information is organized according to the specific academic context these students have.

Also, it helps the researchers to get the type of methodology the teachers want to use based on the information gathered from the Needs' analysis, which is using the Eclectic Approach for its usefulness and easiness to be adapted to the students' characteristics.

The plan of studies was a useful source for teachers to know the course length altogether with the analysis goal-oriented to set objectives for each of the courses and start designing a specific type of syllabus. The most useful types of syllabus were the Eclectic syllabus and the Functional-notional syllabus which were closely related to giving a solution to the problems found on the Needs analysis until reaching out the specific type of evaluation also suitable to the groups previously studied.

Finally, it is important to point out that by giving an ESP course, students get more motivated to learn the language using specific vocabulary related to their major; as a result, they can use both ESP vocabulary and the language in their professional life.

The evaluation for the group shows the process that students go through to achieve their learning successfully. They are generally classified as qualitative and quantitative evaluation that allows the teachers to gather information about how much students learn all over the subjects, but professor Parajón is only describing the academic way the students can internalize the language whereas Caldera, apart from showing the academic way for students to get the language, introduces some professional activities to use the language adapted to the students' reality, needs and interests.

As students may have not been exposed to giving lectures, they can really enjoy working on giving information to the patients in simulations. Not knowing how to give a workshop in their major is considered as a weakness because they usually go to different communities, as part of their professional practice, and lecture different patients that go to clinics, hospitals and health centers, so in these courses they will learn to use strategies to perform the language according to what nursing school actually required.

Another weakness that is found is the lack of ESP material, this lack of access to it is a major problem that, by using the students' suggestions, students and teachers as well can create material at a low cost looking for different alternatives that could help them use English in the field of study. For instance, they can make a video in which they explain through a demonstration in English how they help the pregnant to care of their health and the baby's health as well. Also, they can use the internet, cell phones, and even posters to inform the patients about the diseases for pregnant women and at the same time to give solutions to the problems.

In addition to getting alternative material for them to use, some of the activities designed in the syllabus can be successful and more effective than others used because the students can be more motivated to ask and be interested in knowing more about how to say something in English. For this reason, it is indispensable to design appropriate materials and identify the alternative resources using low cost technology that would give an answer to the students' demands as in the case of this proposal.

For all the reasons above mentioned, we suggest the use of the Needs' analysis and ESP to start a program or subject so that the methodology, syllabus, objectives, content, and evaluation are better organized, fruitful, adapted and suitable for our students' context and interests.

\*fully developed units can be found in ANNEX VII in which you will find the two professors' didactic units.



## **FINAL CONSIDERATIONS**



Even though Nicaragua is a developing country, it is becoming more industrialized every day. Thus, there is a current need which is making our professionals more competitive in their field of work through the use of English in a specific area of study; as a result, English becomes a useful tool and a challenge for what our society actually demands from our professionals. These needs cannot be taken into account superficially, but deeply analyzed in order to start making decisions for what specific strategies students have to use once they become professionals. In this way, students are preparing themselves for their future through the types of solutions given by their teachers. It is in our hands and it is a big responsibility teachers have to help them learn the language to use it successfully in their work. The proposal's aim is to show the use of academic and professional English as the solution to the problems found in the area of English for Nursing students.

The improvement of the ESP curriculum in the School of Nursing helps the students to develop themselves academically and professionally to help the community in which they offer their services. According to their school's mission and vision, the students have to be better prepared both in theory and more in their practice to be competent wherever they go, for example in hospitals, health centers, SILAIS, clinics and even with Non-governmental organizations. It is here where English takes an important role so that students use it to offer up-dated and better services.

For the improvement of the curriculum, many problems have to be analyzed to find the specific needs students have in the learning process. For example, some of those problems can be: lack of material in English related to their field of interest, lack of access to technological tools, low level of English, lack of motivation, and lack of trained teachers in the ESP area. Thus, students basic needs are summarized as follows: they need to be more motivated to learn the language; they need material related to the nursing area; better ideas for the use of technological means in the ESP area and to increase their level of English.

After the analysis of the students problems in the area of English and their needs, the most important theories on Language Acquisition have to be analyzed, identified, adopted to improve the case in which the specific type of problem is identified, and some of them can be adapted to the reality students in the school of Nursing have. This helps the researchers, who may used them as a base for the proposal, to know the students learning process. To illustrate this point, let us show you the most relevant theories in this proposal: Creative Construction, the Acquisition-Learning Hypothesis, The Affective Filter Hypothesis, and the Output Hypothesis.

Then, choosing the types of appropriate methodologies and approaches are our following considerations to be made for these types of students. Among these we find more suitable the use of The Audio-lingual Method, The Communicate Approach, The Eclectic Approach and The Total Physical Response. All these are a great contribution for the types of activities to be chosen for the improvement of students learning of English.

It is very important to emphasize that the above mentioned can not be enough for a specialized field as the Nursing school is because there must be an interrelation among the students needs, the theories related to such needs, the types of methods or approaches selected for this particular field and the use of ESP methodologies and approaches in the area of Nursing. These aspects all together form the unique alternative to solve the problems found for each of the cases already presented.

The role of ESP in the School of Nursing has helped to improve the language learning process through different activities, alternative materials chosen, and the types of strategies used by both teachers and students. First, academically, students learn and practice the language by using strategies to research, to make presentations, to lecture and to care the patient by getting well informed reading different articles in English taken from the Internet and other sources in order to

have the students enjoy using the language vocabulary related to their field. And last, professionally, students simulate giving lectures for the patients and helping them to solve their problems using the foreign language.

The most common problems found in this group were mainly related to the following:

1. Most of the lessons students received were given through the Grammar Translation Method with topics not deeply related to the Nursing Major. For this reason, they were not motivated to speak English and most of them did not have a good level of English.
2. Besides, students lacked of material related to the Nursing Area. They did not have a specific course textbook to be used, especially a textbook in the ESP area.
3. Most of the teachers in this area brought a syllabus already designed without working previously on a Needs Analysis. For instance, the students' feedback was not considered a source for gathering information about the students' interests, needs, and goals.
4. Many teachers did not take into account the extrinsic resources and sources they could use to teach the lessons according to the pensum Nursing students have.
5. Usually, students had the same class setting for every lesson, which is a formal setting in which students were sat in five straight lines facing the board while the teacher was the center of the class.
6. Students interacted with the same groups of interests; a few of these were only high intermediate who worked together all the time and did not interact

with others who got a low level of English. Also, the students with low level felt afraid and discriminated from those partners who got a high level

7. Most of the language they received was not ESP, but basic English, the type of English taught in language courses where English is only taught for communication.

### **Recommendations**

1. By choosing different methods and approaches, such as: the Communicative Approach, Total Physical Responses and the Eclectic Method, students can learn the foreign language better and they can even get more self-motivated to practice and use it in their professional areas. It is important to mention that the eclectic approach was utilized more in this proposal than the other methods because through this approach, students could use variety of strategies related to their field of study and this brought as a result that their motivation to learn the foreign language increased to improve their future professional lives.
2. Whenever teachers lack of material related to a specific field, teachers themselves can create their own handout or pamphlet adapted to the types of topics students have in the pensum of their major. Something very important to highlight is the need to look for ESP material related to the students' field of study and create something suitable for them that can be adapted to their needs and interests.
3. After adopting, adapting and creating suitable material for the students to learn the language according to their interests, it is very important to use the strategy called: "Closed World" in which teachers and students look for alternatives to find the appropriate solutions for the problems they have in an easy and economic way as it is by using the resources that surround us.

4. In relation to the “Closed World” strategy, students are a good source to give teachers suggested alternative materials they can use and the way they are interested in learning the language. So it is necessary to create a friendly environment to get the students’ feedback about what they are interested in using to learn the foreign language.
5. Also, another source teachers can use in this “Closed World” strategy is gathering information about what the teachers of the Nursing school are currently teaching their students in order to know what it is that students need to learn in the foreign language. In addition, teachers from this school provided us with activities and strategies students could develop in their learning process, thus by helping us in a great way.
6. After getting what students need to learn, there is a need to implement different ways students can interact in the activities developed using different class settings. The use of pair and group work and semicircle is a good way to make sure students learn in a more comfortable environment. Also, it is necessary to make sure students are grouped having different levels of English, thus a mixture of students who got high intermediate, intermediate and beginner levels can work better instead of isolating the beginners from the intermediate and high intermediate students. Moreover, our goal of having the students use the language with a purpose in mind would become more reachable if students can interact giving their opinions and ideas about the topics studied in class whereas the teacher is just a facilitator in the teaching and learning process.
7. Students’interaction can merely be improved once teachers use a mixture of techniques, such as having the students make short presentations, discussions in class, debates, lectures or workshops, filling in checklists, using strategies for reading comprehension like getting the gist of the text and specific words or keys words, writing paragraphs or reports with good

content and organization of ideas, and also making workshops and providing the patients with information related to their interests.

8. And last, but not least important at all, the language used in the subject must be content-related to the specialty the teacher is addressing, in this case many topics related to the School of Nursing were chosen according to the students' pensum. For example, the first semester subject deals with topics about the different illnesses in the human body whereas in the second semester the group is covering topics about pregnancy care. The group practices the language dealing with the role of the Nursing assistant when the patients need their help, so students use learning strategies meanwhile the teachers are helping them by focusing on providing them the four skills students needed to practice related to the specific area of study.



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## **ANNEXES**



## **ENGLISH VII: DIDACTIC UNIT (Professor Francisco Parajón)**

### **Setting:**

This didactic unit is designed for students of IV year of the Nursing Major who have got a higher beginner level of English. They have attended six levels of English courses before. They have previously studied basic English as it is knowing the use of verb to be in simple present, has / have, diseases (such as headache, stomachache, earache, ...etc.) Indefinite articles, Should, (to give suggestions) Use of auxiliary verb Do / Does. Etc.

I am planning to ask students to work individually, in pairs and in groups of three. Students will be asked to do a semi circle whenever they have the English lesson. It is very important to group them like that because there are 32 students in the classroom so that the teacher can monitor what they do and at the same time they would feel more comfortable. The material I have chosen is very important because it is up to their level and it will allow me to put the different activities into practice.

### **General Topic:**

- Effects of diseases in the human body systems.

### **General Objective:**

- Students will be able to use the different language skills to describe the different illnesses in the human body systems.

### **Specific Objectives:**

- Students will know how to describe different diseases that affect the parts of the body.
- Students will know how to identify what types of microorganisms and characteristics they can find in a case report of a specific patient.
- They will also know how to listen for comprehension of specific ideas about what parts of the body are being affected by such microorganisms.
- They will also be able to write a report about the clinical situation of a patient.
- Students will be able to talk about diseases in the body systems.

**Methodology:**

The methodology in this didactic unit is focused more on the Eclectic Method with a higher influence of the Communicative approach and the Total Physical Response. The methods have been chosen with the purpose of having students learn the foreign language in a more comfortable environment. They will also communicate in a more motivating way by practicing things related to their field.

**Activities:**

Warmers, pre, while and post activities will help students in the learning process. Activities like “Simon says,” Matching, note taking, Problem solving, fill in the blanks, discussions, and writing summaries altogether with video sessions will all help the teacher reach the goals of getting the students internalize the language in a better way.

**Materials:**

- |                           |               |
|---------------------------|---------------|
| 1. Connect with English 1 | Video         |
| 2. The Nursing Assistant  | Book          |
| 3. Tapestry               | Book and tape |

**Timing:**

Nursing students usually receive one hour and forty minutes of direct class once a week; for this reason, they get extra work for them to put into practice independent study. The lesson activities are divided

**Assessment:**

- |  |              |
|--|--------------|
| • Homework   | 40pts        |
| • Final task (oral presentations and written work) | 40pts        |
| • Participation                                    | <u>20pts</u> |
|  | 100pts       |

## **Classroom development:**

### **Class #1.**

**Topic: Internal and External Parts of the body.**

**Specific Objective:**

Students will know how to describe different diseases that affect the parts of the body.

**Contents:** Third person singular

Verb: have / has.

Verb: To-Be.

Vocabulary about parts of the body and diseases.

Articles: a / an / ø

**Time:** 5 mins.

**Warmer:**

In this class, students will be asked to get into a circle and play “Simon says” to review the parts of the body they previously learnt.

Teacher asks students: “touch your nose”, so students touch their nose. Then, each student has to do the same by saying “Simon says, touch ...” and the others will touch what the student says.

**Time:** 10 mins.

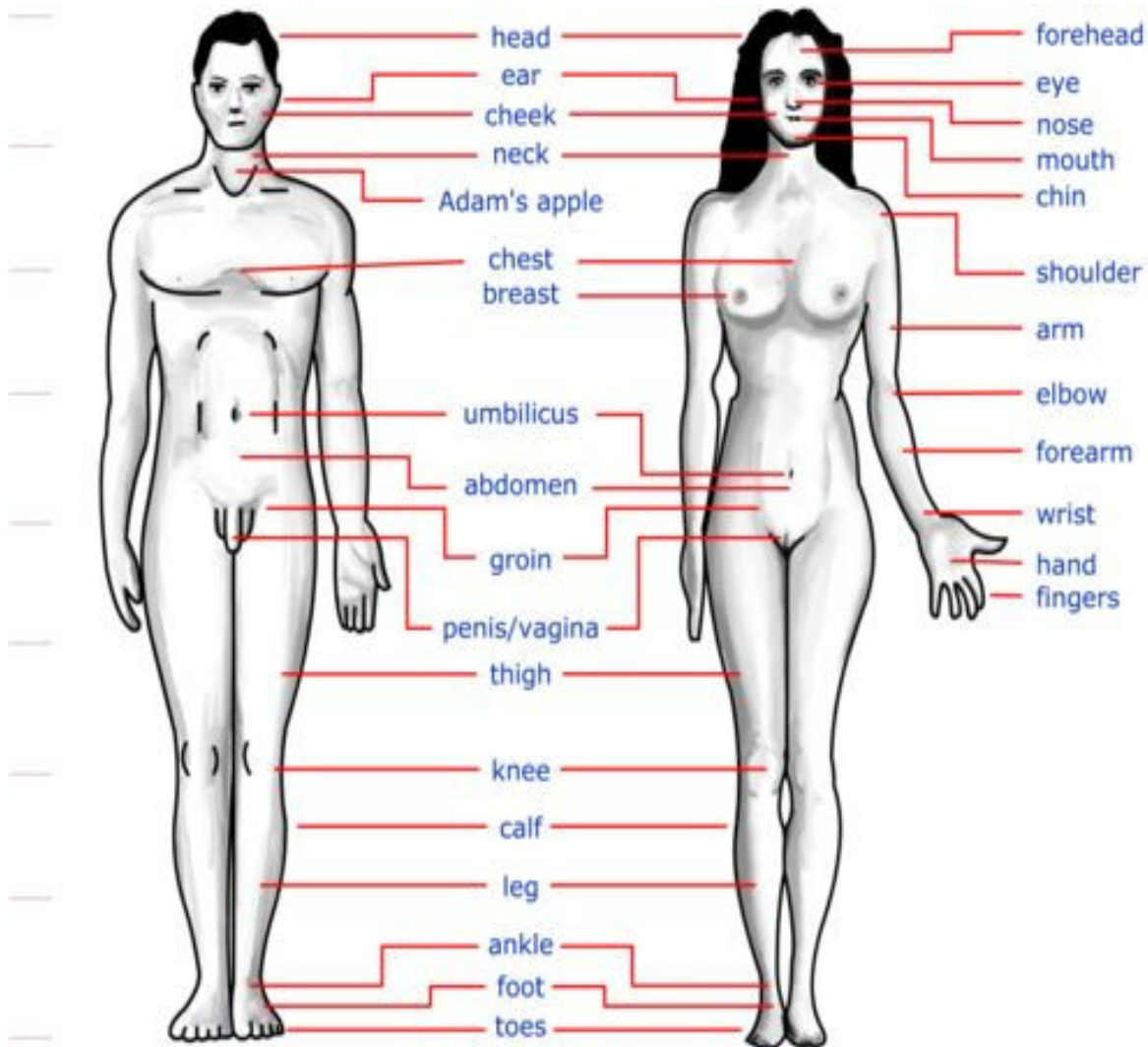
**Matching:**

Using the words below, students will be asked to write the parts of the bodies for each of the pictures on the next page.

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*Head*                      *toe*                      *arm*   *shoulder*   *elbow*  
abdomen                      leg                      foot  
nose                                      mouth                      ear  
Nephro renal (kidney)                      Uretero (ureter)  
chest                      eye                      finger                      chin                      back  
hand                      eyebrow                      eyelash  
twist                      knee                      stomach  
neuro spinal cord                      forehead  
vein                                      cephalo                      rhino  
muscle cardio (heart)                      pyelo (pelvis of kidney)

### **Systems of the human body** (with answers of the previous exercise)



After that, students will write the right words, they will have to check whether the words match to each part of the body.

**Time:** 40 mins.

**Listening:**

Students are now ready to listen to the tape and write which part of the body is being affected. These are six conversations in which different people talk about a variety of diseases. Students need to listen carefully and get the part of the body affected.

After listening to the conversations and getting the parts of the body, they have to get into pairs to talk about the types of diseases those people have. For example: a

headache, a sore back, a stiff neck, a stuffy nose, cough, fever, stomachache, a rash on the legs.

**Time:** 40 mins.

**Problem solving:**

In groups of three, students will have to choose one of the conversations and decide on how they could solve the problem. For example, how they could treat a person with a sore back and a stiff neck (as they are nurses, they will know what they can do and they could ask the teacher for new vocabulary related to the way they will solve the problem).

**Listening 1. Talking about symptoms.**

**Conversation one.**

Miyoko: Hi, Wendy.

Wendy: Hello.

Miyoko: What's wrong? Are you sick?

Wendy: Yeah. I have a really bad headache.

Miyoko: Oh. I'm sorry. You want some aspirin?

Wendy: No thanks. I'm just gonna go to bed and rest.

**Conversation two.**

Lisa: Hey girl. What's up?

Leslie: Not much. What about you?

Lisa: Nuthin' special. Hey, are you okay?

Leslie: Yeah. I guess I'm just really sore from going to the climbing gym yesterday.

Lisa: Me, too. I guess we overdid it. My back is sore, and I have a stiff neck.

Leslie: Next time, we'd better stretch after we exercise!

Lisa: Yes! Good idea.

**Conversation three.**

Professor Chavez: Hi, Tony. How are you?

Tony: Not so good, Professor Chavez. I think I'm coming down with a bad cold.

Professor Chavez: Really? What's wrong?

Tony: Well, I have a stuffy nose and a cough.

Professor Chavez: Do you have a fever? You look a little warm.

Tony: Maybe. I feel kinda hot.

Professor Chavez: Tony, you should go home and go to bed. You might have the flu that's being going around.

Tony: OK: That sounds like a good idea.

Professor Chavez: Remember to drink lots of juice and get lots of rest. I hope you feel better soon.



**Conversation four.**

(ringing the telephone)

Stephanie: Hello?

Mom: Stephanie, it's Mom.

Stephanie: Hi, Mom.

Mom: I just called to see how you were feeling.

Stephanie: Thanks, Mom. Actually, I still have a fever.

Mom: Did you take some medicine?

Stephanie: Yeah. It's helping.

Mom: What about your stomach? Is it still bothering you?

Stephanie: Yeah. I still feel sick to my stomach.

Mom: Oh, Honey, I'm sorry. Is there anything I can do?

Stephanie: No thanks, Mom. I feel better just talking to you.

**Conversation five.**

Brian: Erica. I found that report we were looking for.

Erica: Great! Let's take a look at it.

Brian: Achooooo!

Erica: Oh, Brian, are you not still feeling well?

Brian: Yeah. This morning I felt better, but now my head hurts.

Erica: Are you getting enough sleep?

Brian: I slept a lot last night, but I still feel tired.

Erica: Listen, Brian. I can handle things here today. Why don't you go home and rest?

We can finish this project tomorrow. There's no hurry.

Brian: Thanks, Erica. I might just do that.

**Conversation six.**

Doug: Jenny, wait up!

Jenny: Doug! I'm glad to see you. I wanted to tell you how much fun I had last weekend.

Doug: Yeah. We enjoyed it too. We always enjoy hiking in the mountains.

Unfortunately, Mary and I both scratching like crazy.

Jenny: Oh no. Poison oak?

Doug: I'm afraid so. We both have a rash on our legs.

Jenny: Oh, Doug. That's too bad.

Doug: Oh no. We had such a nice day together!

Jenny: Yeah. We had a good time, too. Next time we'll be more careful.

**Time:** 5 mins.

**Homework:**

Students have to investigate about the most dangerous diseases that affect people nowadays. They have to take notes and write a summary including which parts of the body those diseases affect.

**Class #2.**

**Topic:** Types of microorganisms and their characteristics.

**Specific Objective:**

- Students will know how to describe microorganisms and the characteristics they have.
- They will also know what parts of the body are being affected by such microorganisms.

**Contents:** Simple present  
Indefinite articles with names of microorganisms.  
Third person singular.  
Vocabulary about names of microorganisms.

**Review of homework:**

**Time:** 5 minutes

**Procedure:** First, students are asked to hand their investigation in, and then some of these students will be selected at random to participate and solve specific problems related to diseases that affect the Nicaraguan population.

**Time:** 5 mins.

**Vocabulary:**

**Individually, students will be asked to look at the pictures and read the sentences below. Then, they have to write the sentence that corresponds to each picture.**

*Aerobic bacteria require oxygen to live.*

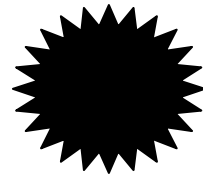
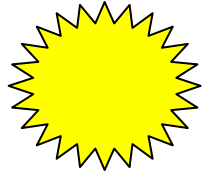
*Darkness favors development of bacteria.*

*Bacteria grow well in the remains food left in patient's room.*

*Aerobic bacteria can survive without oxygen.*

*Light is bacteria's worst enemy.*

*Bacteria grow well in moist places.*



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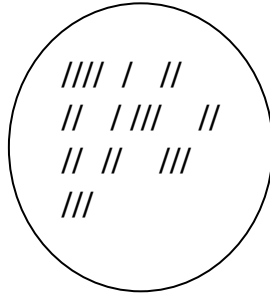
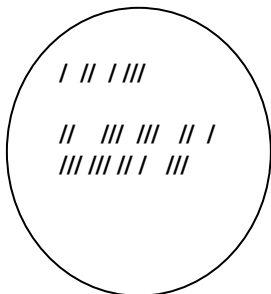
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**Also individually, students will be asked to read the text and as they read, they have to fill in the blanks with the words in the box.**

<b>Viruses</b>	<b>body</b>	<b>liver</b>	<b>bacteria</b>	<b>throat</b>
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### **Types of Microorganisms and their characteristics.**

The most common types of microorganisms that cause disease are: Bacteria (bacterium), Fungi (fungus), viruses (virus), and protozoa (protozoan). All health care workers should understand the characteristics of different types of pathogens. Then, workers can help to keep pathogens from spreading diseases. Pathogens such bacteria survive best under certain conditions.

Certain pathogens are especially common or dangerous in the health care facility. Staph and strep are shortened names for two types of \_\_\_\_\_. Staphylococcus (Staph) bacteria and streptococcus (strep) bacteria are present in all health care facilities. Staph can cause infections in wounds and in other places in the \_\_\_\_\_. Strep causes strep \_\_\_\_\_ and certain kinds of pneumonia.

Two dangerous \_\_\_\_\_ HIV and HBV. HIV stands for the human immunodeficiency virus, which causes AIDS (acquired immunodeficiency syndrome). AIDS is an incurable, deadly disease that destroys the body's immune system. Sexual contact, the exchange of blood, and shared intravenous drug needles are common ways the virus is passed. The hepatitis B virus (HBV), which can cause severe \_\_\_\_\_ damage, is spread in the same manner.

**Time:** 35 mins.

#### **Discussion:**

In this activity students get into groups of four students, they will discuss about the different ways to prevent the viruses and bacteria described in the reading. Also, they will talk about how such bacteria and viruses affect our bodies and which parts of our bodies they affect.

**Time:** 5 mins.

**Homework:** Students in groups of three have to answer the following question:

As nurses, what would you do to help other people who already got any bacteria or viruses?

**Class #3.****Topic: Common diseases in the body system.****Objective:**

- Students will be able to talk about diseases in the body system.

**Contents:** Indefinite Articles with names of illnesses.

Vocabulary about diseases.

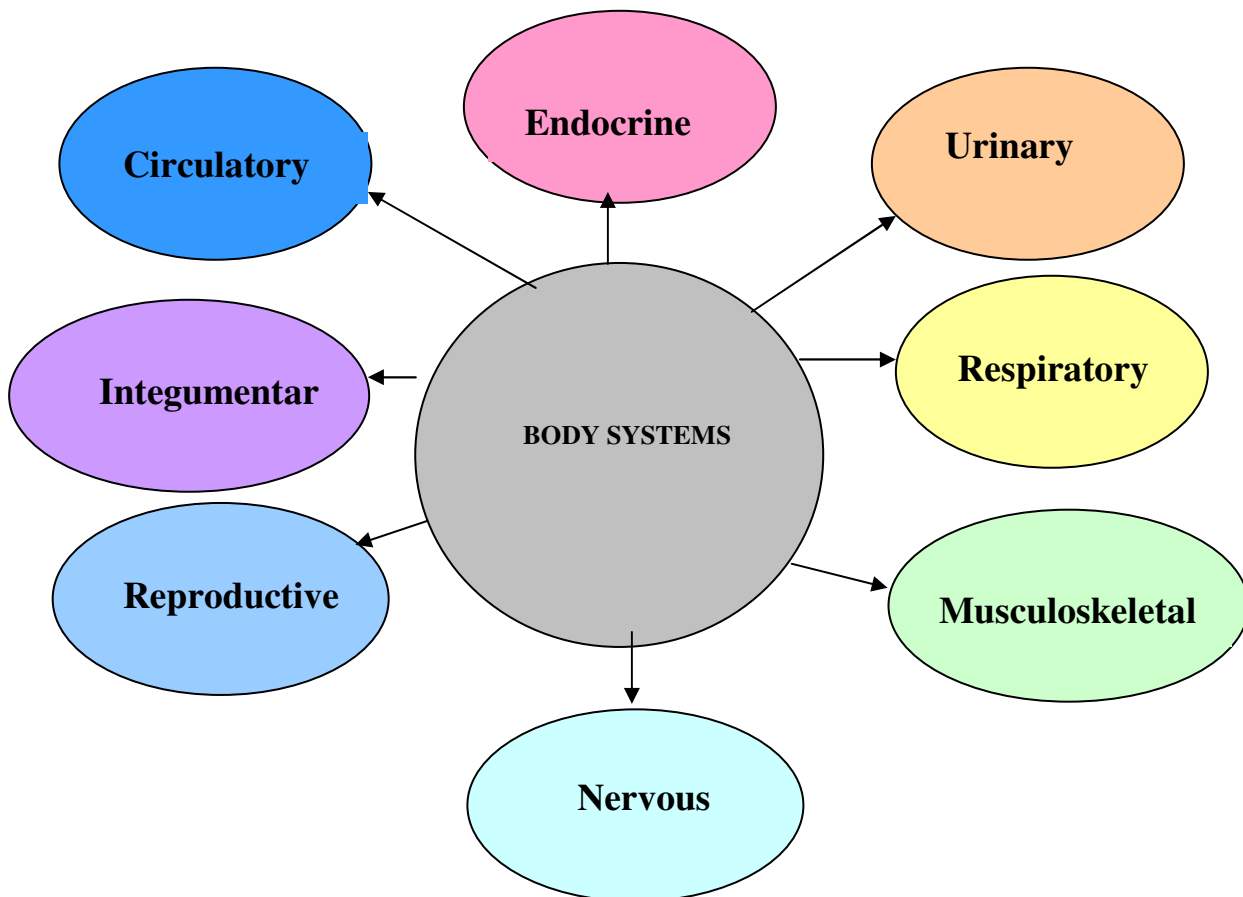
Systems of the Human Body.

**Review of homework:****Time:** 7 minutes

**Procedure:** First, students are asked to hand their investigation in, then some of these students will be selected at random to present their role plays about how they would help people with bacteria. The teacher gives them a case so that they present it in front of the students.

**Time:** 8 mins.**Vocabulary:**

Students will be asked to read the body systems below and answer the question on page 16.



**Vocabulary:**

In which of the systems above, do you find the following problems?

1. Decreased lung capacity? \_\_\_\_\_
2. Deterioration of heart muscle? \_\_\_\_\_
3. Worn teeth? \_\_\_\_\_
4. Decrease of kidney function? \_\_\_\_\_
5. Decrease of thyroid secretion? \_\_\_\_\_
6. Enlarged prostate gland? \_\_\_\_\_
7. Yellowing skin color? \_\_\_\_\_
8. Graying of hair? \_\_\_\_\_
9. Changes in vertebrae and feet? \_\_\_\_\_
10. Less flexible joints? \_\_\_\_\_
11. Eye lens thick, cloudy, yellowish? \_\_\_\_\_
12. Decreased elasticity of the eardrums? \_\_\_\_\_
13. Wrinkling and sagging skin? \_\_\_\_\_
14. Difficulty walking? \_\_\_\_\_

**Time:** 35mins.

**Video-watching:**

Students will be asked to watch the following video “**A visit to the doctor**” and take notes of the different diseases they observe in one of the main actors. Also, they have to add the diseases the doctor mentions.

**For example:**

Mr. Casey has a deterioration of heart muscle. This is a problem in the circulatory system.

He also has a wrinkling and sagging skin. He has problems in his musculoskeletal system.

**Time:** 35 mins.

**Writing:**

Teacher will ask the students to write a summary of each body system they observed in the video including the diseases and the parts of the body affected by such diseases.

**Time:** 40 mins.

**Homework:**

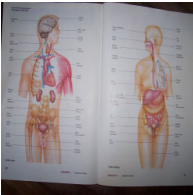
Explaining the final task on next page.

## Final Task

### Topic: Effects in the Human Body Systems

#### Objective:

- Students will be able to talk about diseases in the body systems.
- I. **In groups of three, choose a body system, then research about it taking into account the following criteria :**
    1. The body system (a description of what it is).
    2. Common disorders (diseases).
    3. Parts of the body affected.
    4. How to take care of the patients with such problems.
  - II. **Present a chart or diagram and a written work which will be worth 20 pts.**
  - III. **Be ready to present it orally. 20 pts.**



**ENGLISH VIII: DIDACTIC UNIT ( Professor Indiana Caldera)****Lesson Plan I****Unit I: Pregnancy Care.****Class 1****Time: Two-hour session****Topic: “You’re pregnant”****Objectives:****Students will be able to:**

- identify the symptoms of pregnant women and to know the role of the nursing assistant in providing specific information to the pregnant.
- make use of specific strategies to give lectures about what the nursing assistant has to do in the prenatal care.

**Contents:**

- Prenatal care
- How to take care of the mother and the baby
- Prenatal testing, your baby grows.
- Your pregnant lifestyles.

**Values:**

To be tolerant with the opinion of their classmates.

To encourage the participation during the class.

**Skills:** Listening, speaking, reading and writing.

**Resources:** Board, markers, posters, notebook, pen, objects, Internet, Computer, etc.



**Activity 1**

**Time:** 5 minutes.

**Procedure:****Activity # 1.1: Interpreting pictures.**

Teacher sticks on the board many pictures containing different pregnant women in the different stages they usually go through, some of those pictures contain some problems women face in their pregnancy. Each student stands up and chooses one picture of early signs and changes that a pregnant patient may have. Each student shows the pictures to the class and presents his/her interpretation of the symptoms these women have. They also have to explain how important it is for a nurse to identify and recognize the signs and changes of the body.

**SEE APPENDIXES 1A Signs of pregnancy**

**Activity 1.2****Time: 10 Minutes**

After they analyze some Cases Studies about pregnant women, they have to interpret the following information.

- 1- Two pregnant patients were often suffering of incontinency of urine, they had 7 months of pregnancy and they didn't trust the nurses, they didn't trust doctors, either. Some of the expressions they use to say are: "they're getting on, they can't help it, not much can be done" what should you do like nursing assistant?
- 2- This pregnant woman has 4 months of gestation. She is worried about the seriousness of her condition about one strong hemorrhage that began today in the morning at 7:00 and it is continuing now until 8:00 and her anxiety as to whether or not she will get better. She is also upset because she knows her husband is worried about her. What should you do to help this patient? What kind of test will you practice first?
- 3- The patient X has 6 months of pregnancy, She has previously suffered one abortion: for that reason, she feels unhappy, she has difficulties in taking usual diet, her painful haematoma in her legs and feet don't permit her the mobilization of this patient.

**Activity 1.3****Time:** 5 minutes

When they finish the activity, the teacher will ask the students some questions to motivate them to come up with words about Mood changes, feelings, special problems, family, etc that the pregnant may suffer in her condition.

Sample questions:

What kind of signs do you identify in the patient?

Can you describe some experience about one pregnant woman you know? Or what do you do during the practice class to help the pregnant?

Sample answers:the most common signs of pregnancy are a missed menstrual period, nausea and vomiting, etc.

Later, the students say the answers and the teacher writes them on the board.

**Activity # 2.0: Filling in the pre natal checklist.**

**Class organization:** Groups of 4 or 5 students and the whole the class

**Time:** 10 minutes.

**\*Using the case studies, fill in the following checklist.**

**Procedure:**

The teacher will assign to make groups of 4 or 5 students and will give every group one model of checklist. Each group will analyze the parts of the prenatal checklist and acronymus that they find.

Model:

Obstetrical Assessment tool						
Prenatal Assessment						
Safety						
Subjective						
German measles: _____						
Exposure to radiation: _____						
Previous obstetrical problems:						
PIH: _____ Kidney: _____						
Hemorrhage: _____ Cardiac: _____						
Diabetes: _____ Other: _____						
ABO/ RH sensitivity: _____						
Objective						
Fetal: Heart rate: _____ Location: _____						
Method of auscultation: _____						
Fundal heigh: _____ Estimated gestation: _____						
Movement: _____ Ballottement: _____						
Blood type/ Rh maternal: _____ Paternal: _____						
Rubella: _____ Hepatitis: _____						
Serology syphilis: Pos _____ Neg _____						
Cervical/ rectal culture: Pos _____ Neg _____						
Vaginal warts/ lesions: _____						
Sexuality						
Subjective						
OB history: Gravida: _____						
Para: _____ Abortions: _____						
Now living: _____ Full term: _____						
Premature: _____ Multiple births: _____						
Preg	Year	Place of Del.	Length	Length	Gestation	labor
_____		_____	_____		_____	
_____		_____	_____		_____	
_____						
Observations:						

**Activity 2.1****Time:**10 minutes

After they analyze this checklist, some of the groups will make a role play, they will get into groups of 4 to 5 students in order to take a role, for example: some of them will be the nurses, another one will be the doctor and the last one will be the pregnant patient. They have to create a situation where the members of the group describe the first visit of the patient to the hospital. According to the way they allocated the different roles within the group, they have to make sure they complete as much as possible the checklist for the pregnant women. They can use the same model or create one on their own, according to the situation of the patient and the reality of our country; it could be admission, personal safety and comfort, communicating, eating and drinking, personal hygiene, body temperature control, sexualizing, etc.

Each situation will be showed to the class with the model of the checklist already completed. They have to explain them on cardboard. At the beginning of the role play, each member of the group will present the situation to the public, when they finish the presentation the members from other groups can make questions to the presenters and also they can make a workshop about this topic.

When every group finishes, teacher gives them some minutes and useful question words so that they write the questions about the presentations on their notebooks.

For Example:

What is the meaning of RH?

How the nurses identify the problem?

How is the first care plan the nursing staff encourage to the women? Etc.

What is the function of the checklist in the prenatal process? How will it help?

Students write in the following format while the other students are presenting.

<p><b>Format</b></p> <p><b>Number of the group:</b></p> <p><b>Name of the checklist:</b></p> <p><b>Positive aspects:</b></p> <p><b>Negative aspects:</b></p> <p><b>Three questions I would like to ask :</b></p> <p><b>Suggestions:</b></p> <p><b>Assessment:</b></p>
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At the end of the activity students choose the best role plays and what is the checklist that nurse and doctors can use in their assessment process.

### **3.0 Workshop about signal and symptoms of pregnant women:**

**Skills:** Speaking, reading, writing and dictation.

**Resources:** Board, marker notebooks, pencil, pens and photocopy.

**Class organization:** Whole the class and pairs

**Time: 30 minutes**

#### **Procedures:**

Students have to read the text about pregnancy and choose one part of their interest in order to give a workshop about the chosen part. They can base their workshop on the following questions:

QUESTIONS:

Can you remember how it the process of fecundation occurs? And the most common problems that the mother face?

Think what you would do if you were pregnant now.

See Appendixes 1B "You're pregnant."

### **Activity # 3.1: Summary of the class**

**.Resources:** Notebooks, pen, and pencil.

**Class organization:** The whole class, groups of 3 or 4 and individually.

**Time:** 26 minutes.

#### **Procedure:**

The teacher will have the students write a reflection about the workshops focused on how they would improve it to make sure pregnant women get the appropriate information according to the pregnancy period they are in.

#### **Sample of the written reflections.**

In the workshop, it was possible to analyze the topic about the signs of pregnancy. This is important because it provides information about the different physical and emotional changes that occur during pregnancy. It also introduced you to some of the people who may be helping the patients receive the proper prenatal care. And also the presenters suggest to get medical attention early and regularly during the process of pregnancy.

**Homework for class # 1: Research about Prenatal Checklist in the different clinics, hospitals from Leon and write about what the role of the nursing assistant is in completing the checklist from the patient in one hospital.**

**Lesson Plan II****Unit I. Pregnancy care****Class 2****Time:Two hour session****Topic:Your baby grows****Objectives:****Students will be able to:**

- use specific strategies to give lectures about what the nursing assistant has to do in the prenatal care.
- assist the patient in the different pregnancy stages.

**Contents:**

- Vocabulary about the development of pregnancy, calendar months, periods of this process.
- Three periods of pregnancy.

**Values:**

- To respect other students points of view.
- To cooperate in group activities.
- To be aware of their tasks and be responsible for them.

**Class organization:** individual and whole class.**Skills:** Listening, speaking, reading and writing.**Resources:** Board, markers, posters, notebook, pen, objects, etc.**Activity 1.0**

**Activity:** Reviewing the homework and making a Workshop about the use of the Checklist investigated in order to explain the role of the nursing assistant in this process.

**Time:** 40 minutes.**Procedure:**

Teacher checks the homework with the students and the whole class analyze the best presentations about the role of the nurses in using the Checklist.

**Activity # 1.1: Case Analysis**

**Linguistic aspects:** Vocabulary about changes of the baby in the uterus.

**Skills:** Listening and speaking.

**Resources:** Notebooks, pen, pencil, tape recorder, eraser, and marker.

**Class organization:** The whole class.

**Time:** 20 minutes.

**Procedure:**

The teacher organizes the class in groups of 5 and tells them they are going to identify, analyze the problem of the case studies and find the appropriate role of the nursing assistant in all situations showed in the cases. Teacher sets them a 7 minutes time limit; they will discuss the situations and elicit what would happen in similar situations in the different clinics, hospitals, and health centers from the country represented by the class. When time is up, the teacher will choose one person from each group so that this suggests some possible interpretations and solutions for the problems in the case studies.

**Nursing Problem**

Imagine that the situations below take place in the Hospital Danilo Rosales from León. What would you do in each situation? In some cases, more than one answer is possible.

1-The teenager pregnant patient has suffered digestive problems for a week, and she has just started to feel better when some friends told her that she needed to take some medicine that it is not appropriate in her gestation period.. What would you do as nursing assistant?

- a- Start talking in details about her problem and the consequences.
- b- Start saying: "Don't worry" you are young.
- c- Start asking questions about the periods of the pregnancy process.
- d- Nothing.

2- You're 20 minutes late to assist to the pre natal session with one new patient, who has a strong headache and problems of Vaginal Discharge. The Director from the hospital is attending the patient when you as nursing assistant arrive. What would you do?



- a- Go in, walk up to the director and apologize with him and the patient.
- b- Go in as quietly as you can and take a seat.
- c- Look confused.
- d- Not go to the hospital the next day.

## 1.2- Care plan to give special attention to the mother and the baby.

**Class organization:** Whole the class and groups of 5 members.

**Time:** Pre- reading activity: 10 minutes

While-reading activity: 15 minutes

Post- reading activity: 15 minutes

### Procedure:

Teacher presents the students some pictures about the process of the baby in the pregnancy stage. They will work in pairs. Teacher asks them to put a sequence of pictures in order. Each group receives one set of pictures and they have to decide which the correct order is. Teacher can highlight particular vocabulary from the pictures that they can think as the nursing assistants use in real life.

After 2 minutes of having the pictures, students have to say the answer, the teacher sticks one cardboard on the board so that students check the answers quickly.

See Appendixes 2A the pregnant stage.

The teacher asks students to read the text about pregnancy periods once again and complete the following chart in groups of 5 members. The teacher explains that they need to prepare their information in one cardboard and choose one student who will represent to the group.

Month	Care Plan	Physical changes	Problems	Role of the Nursing assistant
Mother				
Baby				

When students finish they write on cardboard their chart in order to stick it around the classroom like a museum. The whole the class stands up and take notes from all the charts that the groups made. When teacher says stop, all the students sit down and they chose a group at random so that they explain the chart,. The students will choose one member from the group and he / she passes in front and explains the chart to their partners. The other members listen and help their partner when the audience asks questions about the topic.

With this activity they prepare the material and they continue giving a workshop to students from the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of nursing students and teenagers, who studied in the university Unan- León. This will be done with the purposes of giving workshops about what the nursing assistant has to do in prenatal care.

### **2.3 The negotiating Table.**

**Time: 20 minutes**

**Procedure:**

Teacher explains that nonverbal communication is not limited to gestures, touching, and silence. We also communicate by how we arrange furniture and seat people. For this activity, Teacher gives one paper to every student, one will be red and the other one will have yellow color. The students with yellow paper sit down on the right part and the other groups with the other color sit down on the left part. They will sit face to face and they have in the middle one table. Every student will have one situation and they will decide what they would do in each situation. Every student will convince his/her partner and give many arguments. Teacher will give those 7 minutes in order to get a solution to their problem. When they finish, every pair has to explain the reasons for their decisions.

**Person 1 (Pregnant woman)**

You are a pregnant woman and you have 3 months of pregnancy period and you have some problems with your health, you feel many nauseas, and vomit a lot. You want to sleep all the time and you have a chicken pox. In addition, you have a

problem with your husband because he feels strange with the idea of your baby: for those reason, you don't want to continue with your pregnancy period. And you go to the hospital and you first talk with the nurse about your problems.

### **Nursing assistant from Unan- León.**

You attend to the first patient in the clinic, and you ask general information in order to complete the prenatal checklist and write some observations about the problems of the patient. You as a nurse have to convince this new mother in order to make her change the ideas she has to be able to keep her baby alive. What would you do? What is the role of nurse in that case?

### **Homework for class # 2:**

#### **2.4 Counseling activity.**

Teacher will assign the homework that the 4<sup>th</sup> year students go to the hospital once a week. They help the principal nurse to complete the checklist from the patient: and at the same time, they give advice about prenatal care or explain the process of different changes that the mother and baby suffer. When they finish, they write a report and go to the 2<sup>nd</sup> and 3<sup>rd</sup> year of nursing students and explain their experience giving advice and information about this topic and the role of the nursing in this part of their major like counselor.

In this part, the teacher explains the importance of writing a report because when they have their night shift, the nurse has to go home and another nurse has to take care of the patient, and the report will serve him or her to know the previous information about her/ his patient and teacher gives to the students one model and the format with the information that they will write on the report. Example:

Common structure for a short report is:

- Title
- Introduction
- Main Body ( findings)
- Conclusions
- Recommendations

The introduction shows the points that will be looked at.

The main body should have a short introduction with names of people who might be interesting or some descriptions for catching the attention of the public. The findings are the facts discovered.

The conclusion is what you think about the facts and how you interpret them.

The recommendations are practical suggestions to deal with the situation and ideas for making sure future activities run more easily.

### **LESSON PLAN III**

#### **Unit 1.Pregnancy care**

##### **Time: Two hour session**

##### **Topic: Problems in the Pregnancy stage.**

##### **Objectives:**

##### **Students will be able to:**

-Communicate their personal opinion about the problems found when assisting pregnant women in emergencies.

-Provide information to the patient about how to have a happy and healthy baby.

##### **Contents:**

- Anemia.
- Miscarriage.
- Bladder and kidney infections.
- Preterm Labor.
- Toxemia.
- RH factor.

##### **Values:**

To make the students be aware about signs of illnesses.

To encourage students to promote prevention of the infections.

To share different points of view.

**Class organization:** individual, groups of 3 or 4 and whole class.

Linguistic aspects: vocabulary about cases studies.

-To use the grammar studied before.

-To develop reading, listening, writing and speaking skills.

**Skills:** Listening, speaking, reading and writing.

**Resources:** Board, markers, posters, notebook, pen, etc.

### **1.0- Activity: Interpreting the case study.**

#### **Reviewing the homework**

**Time:** 15 minutes.

**Class organization:** In groups of 4.

**Time:** 30 minutes.

#### **Procedure:**

Teacher explains the importance of knowing the theory, and at the same time, they have to put into practice their knowledge through the exercises about the case studies in which the students gave their personal opinion about the diagnosis, special examination that patients receive when they visit the hospital for regular care and the possible treatment they receive. Also, the nursing assistant gives them advice about the principal changes and cares that they will have to give to the patient in this process.

Listen to the description about 3 Infections during the pregnancy and complete the chart about the characteristics of each infection. Then, discuss your answers to the questions below with their partners.

- 1- What kind of information do you think will be presented in the case study?
- 2- What are the main parts of the case report?
- 3- What do you think is the name of the Disease mentioned in the listening?
- 4- Is there a treatment which offers the prospect of complete recovery?
- 5- What does the author tell us about in this case?
- 6- Who is the person involved?
- 7- What complains were registered?

### 8- Tell what findings are reported?

Teacher explains the activity. Students listen to the cassette and write some specific Information from the listening exercise. The students listen to the cassette 3 times and when they finish the task, they will have some minutes to check the answers with other groups. At the end of the activity, the teacher gives them the complete chart in order to know the information of the exercise.

### Text from the listening exercise.

Infections	How Do I get it	Symptoms	Treatment	Effects on baby
Chickenpox (Varicella)	Most people had chickenpox as a child. If so you are immune. Non-immune people get chickenpox by being in close contact with infected people.	Fever, tiredness, followed by onset of blisters on the face and neck, and then spreading to the rest of the body.	Hospitalization for evaluation and treatment	Limbs, eyes, and brain may be affected. Newborn babies can become infected if they deliver when mother is infected.
Hepatitis B	Contact with body fluids (saliva, semen, blood) of an infected person by mouth, breaks in skin or through sex, Blood, transfusions.	Flu-like symptoms. Nausea, vomiting abdominal pain, jaundice (yellowing of skin).	None. Usually resolves spontaneously. Some people always carry the virus and can infect others.	Baby may develop hepatitis.
Toxoplasmosis	Eating undercooked meat, or vegetables that have not been properly cleaned. Also by handling cat feces or litter boxes.	Tiredness, headaches, swollen glands.	Some medications are available but are not always effective or may not be safe to use during pregnancy the best treatment is prevention.	May include eye infection, damage to brain, convulsions, mental retardation, early delivery.

## 1.2- Discussing what Experts would do in these cases.

<b>Skills:</b>	Speaking, listening and writing.
<b>Resources:</b>	Board, photocopy, markers, poster, pencil, etc.
<b>Class organization:</b>	Individual and with the whole class.
<b>Time:</b>	35 minutes.

### Procedure:

Now, teacher gives each student one sentence and a topic written on one slip of paper, in which the students have to talk for one minute about the topic, beginning with the sentence on the piece of paper.

Examples:

**Rubella** Most people are immune because they were vaccinated as children.

**HIV (AIDS)** HIV can be passed to the baby during pregnancy or while breast-feeding.

**Syphilis** Having sex with an infected person.

**Herpes** Having sex with an infected person.

**Anemia** This form of anemia can usually be prevented by eating foods those are high in iron.

This can be played as a team contest. Students have to imagine that one group is the Nursing assistant team from one important hospital from Managua like “Vivian Pella’s” and you need to defend your group against the nursing assistant team from Unan- León Clinic, the judges can be two students from the course or maybe teacher asks one nursing auxiliary to attend the class or one doctor, they could be judges, too.

The topic and sentence cards can be prepared by the students because they are the **experts** of the topic and the rest of the students can make questions about the topic.

Teacher can give them some material about the Infections during pregnancy.

*See Appendix 3A problems in the pregnancy*

### **1.3 Activity: Reporting a case study.**

**Skills:** Writing, reading listening and speaking.

**Resources:** Cardboard, paper, markers, notebook, etc.

**Class organization:** Groups of three or four.

**Time:** 40 minutes.

**Procedure:**

Teacher sticks one piece of information on the board and explains what the case study is.

Example:

**Case study 1**

Ms. Palacios has been unsteady on her feet and is known to have had many falls at home. She has 6 months of pregnancy and also at risk of infection as she may have leukemia and HIV. Adverse reactions to the blood transfusions may occur.

**Nurse's aim**

To maintain her personal safety- prevent falls, minimize the infection risk, observe for and prevent serious reactions to the blood transfusions.

**Nursing care**

- a) Keep on bed rest for the time being.
- b) Nurse in cubicle next to nurses' station where she can be easily seen.
- c) Two nurses to assist with slow movement from bed to commode if necessary.
- d) Nurse in singled-bed cubicle, maintain cleanliness of bed area, ensure aseptic techniques used with appropriate procedures.
- e) Care to be assigned to primary and associated nurses, minimal contact with other staff.
- f) Ensure correct identification procedure for transfusions.
- g) Check and chart temperature, pulse, blood pressure every half hour; observe for restlessness or appearing flushed; report significant changes in vital signs to doctor.



- h) Ask Ms. Palacios to tell nurses if she feels sickly or dizzy, gets headaches, pains in the back or on passing urine.
- i) Fluid balance chart.
- j) Test available urine specimens for blood; record results on chart.
- k) Apart from keeping her safe, another priority is to help reduce her fear and anxiety.

Then, the teacher asks the students to get in groups of 3 or 4 and write one case of study and the nurses' aim and care. From this activity, the students will simulate how they would do in real life, they will have to organize a meeting and discuss what the process of assessment to the patient will be, when they finish, they pass in front and explain their case.

**For homework class # 3:**

Investigate the various programs in your community that are designed to help teenagers think more carefully about pregnancy. Are the programs free? Do they offer classes on prenatal care, childbirth, and parenting? Are these classes for teenage fathers as well? Is there a counselor on staff with whom a teenager can talk? Report your findings to your classmates.

**LESSON PLAN IV**

**Unit 1.Pregnancy care**

**Class 4**

**Time:** two hour session

**Topic:** Nutrition for your pregnancy.

**Objectives:**

**Students will be able to:**

- Apply strategies in lecturing pregnant women about the appropriate nutrition they need to have.
- Persuade the audience to promote healthy eating habits in the pregnant women.

**Contents:**

- Food Guide Pyramid

- Six general Categories.
- Weight gain.
- Vegetarian Diets.
- Plan a nutritious diet for pregnancy women.

**Values:**

To promote the right balance of nutrients and calories to the pregnant women.

To avoid the bad habits such as smoke, drink alcohol, etc. .

To be aware of the risk of eating junk food and other foods that contains a high level of grease.

**Class organization:** individual and whole class.

**Skills:** Listening, speaking, reading and writing.

**Resources:** Board, markers, posters, notebook, pen, etc.

**1.0-Activity: Problem solving activity to find the solution of a case.**

**Resources:** Picture about fruits, vegetables, etc.

**Class organization:** Pairs and Whole the class.

**Time:** 20 minutes.

**Procedure:**

The first thing the teacher asks for is the video part or the previous homework, worth 15 points. Then, the teacher describes the task to the students and shows the pictures about fruits and vegetables: you are stranded on a desert island, a long way from anywhere, one of you is a pregnant woman and another one is a nursing assistant. There is a fresh water spring on the island, and there are oranges, parrots, and tomatoes. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival.

Students work on their own.

Students pair up and compare lists. They agree on a common list of a maximum of ten items in order to know what it is the best food for the pregnant woman to eat.

The students discuss the new lists in groups of 4 to 6 students. They decide on a group list of a maximum of eight items and rank these according to their importance.



### 1.1- Activity: Completing nutrition checklists.

**Resources:** Board, marker notebooks, pencil, pens and photocopy about the text and food pyramid.

**Class organization:** Pairs and whole class.

**Time:** 30 minutes.

**Procedure:**

Teacher will ask 5 students to leave the room. The rest of the class has to read the text. They read the text twice and after reading the second time, they agree on a

few important points which can summarize what the text should contain. These are written down by everyone.

The first student is asked to come in and listens to the summary of the text (once). The second student is called in and hears the texts from the first student's voice while the class notes down which of the important points have been mentioned. Student 2 then tells the text to student 3, students 3 to student 4, and student 4 to the last one. Student 5 tells the text to the class.

Using their notes, the students who were listening and observing the reports given by each student, and the changes in the text. Then, the original text is read once again. After they read the complete text, they continue with the next activity.

**See Appendixes 4A Food guide pyramid for Pregnancy.**

**1.2-Activity: Class discussions about appropriate nutrition in pregnant women for special cases.**

**Resources:** Board, marker notebooks, pencil, pens and photocopy.

**Class organization:** Groups of 3 to 5 students each (all groups should have the same number of students.).

**Time:** 40 minutes.

**Procedure:**

Teacher asks students to divide into groups of equal size. Each group receives one topic in the opinion poll. The groups now follow the suggestions on the group card and agree on two or three questions they want to ask about their topic. Each group member prepares an interview sheet with these questions. He/she should fill in his/her own answers first. Example:

What do you usually have for poor appetite, poor intake or weight loss in the breakfast? You like nursing assistant what do you recommend?

<b>NAMES</b>	<b>FOOD</b>	<b>DRINK</b>
<b>1 Me</b>	<b>Cereal, toast and marmalade</b>	<b>Orange juice, 2 cups of coffee.</b>
2		
3		
4		

The groups are rearranged so that there is one member from each group in each new interview group. If there were six groups (e.g. breakfast, drinks, eating out, favorite dish, food hates, weight-watching) with 5 members each, then there are now 5 new groups which have 6 members each ( one from each group). Each member of the new group has to get the answers to his questions from all the other members of the group. This means that in order to fill in his/her interview sheet each person has to talk to everybody else in the group.

The original groups reassemble to organize their data. This may involve quite a lot of discussion where tables or diagrams have to be drawn.

Each group presents their results either in the form of a short talk or by putting up lists, tables, or pyramids, etc. on the wall, so that everybody can have a look. When everybody in the class has heard what the findings were, questions like "Was there any result?" "How can we act on these results?" can be asked.

Students can work out their own questionnaires by using one of the following types of questions or stimuli. Example:

Statements                      Choose degree of agreement:

Example:     the role of nursing assistant is to advise patients and relatives of the facilities for obtaining meals both inside and outside the hospital.

<b>Disagree strongly</b>	<b>Disagree somewhat</b>	<b>Do not agree or disagree</b>	<b>Agree somewhat</b>	<b>Agree strongly</b>
		X		

**2- Activity: Give a short workshop**

**Resources:** Board, marker notebooks, pencil, pens and photocopy.

**Class organization:** pairs.

**Time:** 30 minutes.

**Procedure:**

Each group of students receives a different or creates their own situation and has five minutes in order to organize the short dialogue. They decide who takes which role, when they finish preparing the dialogue, then they pass in front to perform it.  
.e.g.

“I couldn’t get way to get off that ward and go home. The nurses treated me like an idiot because I am pregnant. You should have seen the sister’s face when I asked her what the new diets were for! The nurses worked hard, they had one to test my water, and another one took my level of salt, weight and mealtimes, but there didn’t seem to be anybody ordered to talk to me.

**Homework for class #4:**

Plan a three- day menu of nutritious meals for a woman in her last few weeks of pregnancy. Include information about supplementary vitamins and minerals as well as suggestions for appropriate snacks.

## FINAL TASK: LECTURE IN FRONT OF THE AUDIENCE

**Objective:**

To persuade the audience to promote healthy Eating habits in the pregnant women.

**Linguistic aspects:** Vocabulary studied during the class and useful Expressions to persuade and convince the audience.

**Skills:** Speaking, listening and writing.

**Resources:** Cardboard, paper, markers, pictures, dictionary, etc.

**Class organization:** Groups of three.

**Values:** To cooperate among the partners.  
To respect the opinions of the members of the group.  
To aware about the role of the nursing assistant like Educator.

**Materials:** Flip charts, poster boards, graphs, diagrams, computer generated images, overhead transparencies, physical objects, audio and video clips.

**Procedure:**

Teacher explains the importance of helping students prepare their lectures through techniques like making use of gestures, eye contact, posture, and voice so that they speak more effectively.

Teacher gives them some strategies for oral presentation such as:

- Keep your spine straight and rotate your shoulder back.
- Keep your head erect.
- Keep your hands at your sides with your fingers open or slightly apart.
- If you are using a lectern, be careful not to bend over it or lean on it.
- Greet your audience.

- Speak about your topic for two to three minutes. As you speak, move your eyes from one section of the audience to another. Look at one person for four to five seconds, then another person for four to five seconds.
- Thank your audience.

Students will prepare a lecture about nutrition. They choose the fruits, vegetables, etc, and describe in what month of the pregnancy period is important to eat this kind of food and how much quantity is recommendable, what kind of illnesses the pregnant women prevent and write with their own words their respective concepts or descriptions.

They have to follow these criteria:

1. Use eye- catching heading or give a fact or statistic..
2. Describe the benefits and the importance of their topic.
3. Write the definitions or descriptions using your own words.
4. Plan a week menu of nutritious meals for a woman in her 18 to 23 weeks include information about supplementary Vitamins and minerals as well as suggestions for appropriate snacks.
5. Hand it in to your teacher.

Parts of speech

A speech has 3 main parts:

- a. Introduction : gains audience attention, orients the listeners to your topic and prepares them for you speech.
- b. Body : contains at least 75% of the information you will speak about. It is divided into 3-5 main points. Each main point is clearly stated and supported by subordinate points containing your research and supporting material.



- c. Conclusion : reviews your main points and provides closure by ending with a strong final statement.
- d. The delivery of a speech is effective when the speaker knows the material well, maintains eye contact with the audience uses a variety of vocal changes and appears to move naturally.

Observation:

- 1-The teacher can invite one nursing assistant, nutritionist and some pregnant women with the purpose that they choose the best lecture.
- 2- Students can find information from Internet and other resources.

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### **Appendixes**

#### **You are pregnant**

The most favorable time to have a baby is when your body has completed its own growth, generally after 18. If you are in good health and follow proper dietary guidelines, your body should then be well prepared to nurture a developing baby. Whatever your age, it is important to make arrangements for prenatal care as soon as find out that you're pregnant.

#### **Signs of Pregnancy**

The most common first sign of pregnancy is a missed menstrual period, although you may miss a period because of illness, stress, or a change in your lifestyle. Other early signs that you may be pregnant include sore or tender breasts, nausea and vomiting, frequent urination, and fatigue.

You may have any or all of these signs. Every woman's body is unique and so is every pregnancy. It is important for you arrange for a pregnancy test as soon as you suspect you might be pregnant.

#### **Feelings**

The discovery that you are pregnant is bound to produce mixed emotions in both you and the baby's father. The father may feel proud or very uncertain. Whatever

your initial reaction, your feelings will change, perhaps many times during the course of your pregnancy. This is normal.

As you talk and plan and learn about pregnancy and parenting, you will be better able to deal with your concerns. Learn about pregnancy and the birth process as you are experiencing it. Join prenatal classes, share your feelings with others, and continue to do the things you enjoy with family and friends.

### **Mood changes**

During the first 3 months of pregnancy, both your body and your emotions go through many changes. You may be happy one day and cry the next. Some days you maybe irritable; some days calm. As your body adjusts to the pregnancy, your normal temperament will return. During the last weeks of pregnancy, you may feel uncomfortable, unattractive, a little nervous, and you may have trouble sleeping. Many women experience these changes.

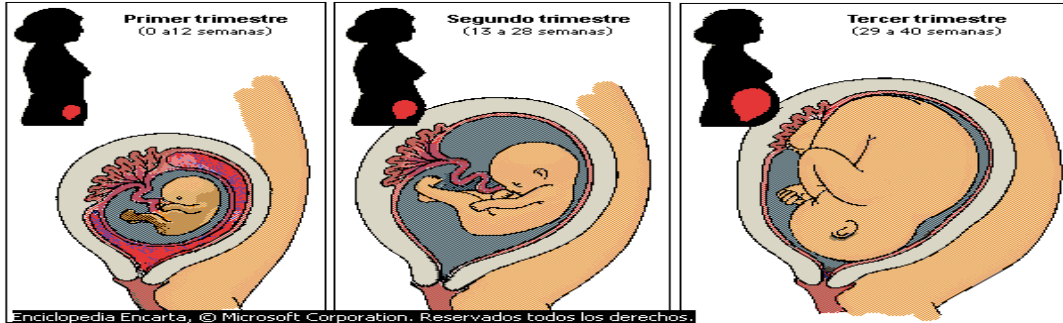
### **Brothers and sisters**

Children react in different ways when they find out that a new baby is coming into their home. It is very important to talk to them about the baby and make them feel special and included. Explain what will happen when you go to the hospital; who will take care of them when you ´re gone; about how long you will be hospitalized; and when they will be able to see their new brother or sister.

### **Special problems**

If you or the baby ´s father are feeling low or anxious and cannot deal with your problems, you may want to talk to someone outside the family. Most clinics have social workers or other specially trained counselors to help you cope with problems concerning relationships, housing , work, school, or money.

See Appendixes 2A the pregnant stage.



SEE APEENDIXE 4A



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