

The Use of an Interdisciplinary Approach to Teach English for Nursing Specific Purposes

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Abstract

The current research has been carried out to support students' nursing career at Pontifical Catholic University Esmeraldas Campus (PUCESE) in 2019, to guide them to learn and master English nursing terminologies as well as to reach the communicative competences. In addition, English for Specific Purposes' characteristics is to address professors to use essential teaching strategies to achieve greatest educative results. Likewise, interdisciplinarity provides meaningful learning that allows learners to advance in their cognitive process. The deductive method was used in this investigation and the quantitative technique was chosen to diagnose the relevant conclusions such as the observation and the surveys applied to the teachers and students of A1.2 level. To get the objectives, an observation technique was applied, the results revealed that professors of English do not develop their classes for specific purposes; they apply some methodological strategies to teach English in general content. Besides, the surveys applied reported that fewer students consider that English for Specific Purposes does not support their learning process in nursing career while English professors do not have experience working on specific purposes. Thus, this investigation is applicable because it contributes to the improvement of English learning for specific purposes.

Keywords: ESP, Interdisciplinary Approach, Communicative Competence, Meaningful Learning

Introduction

Nowadays, learning the English language is the greatest opportunity that many people have to study and live abroad, for business, or work. In addition, Knowing English increases, the chances of getting a good job in any Company, and learners are involved in real communication. Most students in Esmeraldas have started their university studies with a low English level for several reasons; first, the lack of English knowledge, second, the student's little interest in learning English. Third, they also think that is not necessary to learn a new language even when they are studying at college; fourth, the poor condition of public schools and fifth, the need of real resources to teach English.

In nursing career at PUCE Esmeraldas there exists many students with different English difficulties. Additionally, they must spend many hours at university learning different subjects that normally it results complicated for them, due to the short period of time of the semester that is why this problem has a question to solve -how to teach English for specific purposes using an interdisciplinary approach in A1.2 level of nursing career at PUCE Esmeraldas.

To carry out this investigation was essential to design a didactic guide including methodological strategies to teach specific nursing vocabulary related to Anatomy and Physiology subjects in A1.2 level students at PUCE Esmeraldas, taking in consideration three fundamental specific objectives such as to identify the methodological strategies applied by the English teachers in the teaching-learning process, to diagnose the students' English learning needs in nursing career, and to select specific vocabulary that allows teachers to support the students' knowledge with specific nursing purpose.

An Interdisciplinary Approach

The Interdisciplinary Approach works basically through the combination and the interaction of different areas. Moran (2002, p.14) mentioned that the term "Interdisciplinary emerge within the context of these

anxieties about the decline of general form of education". While:

interdisciplinary is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession and draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective (Repko, 2008, pág. p.12).

In addition, McClellan & Johnson (2014, p.8) claimed that "interdisciplinarity is focusing most frequently on the usefulness of combining disciplinary knowledge and/or processes of knowing". This approach is one of the most practical ways to create acceptable academic purposes. Besides, it has been revealed that teach with interdisciplinarity, support learners to master terminologies that are part of an effective communication.

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The Cognitivism Approach

It has its own form in the learning process such as theory more than the behavior; it is focused on the process and the association including meaningful learning, organization, and elaboration. Yilmaz. (2011, p. 205) explains "why and how individuals make sense of and process information (i.e., how the mental processes work)" It is possible to mention that similar to this, learners are able to acquire and differentiate the information that is transmitted by the instructor. It could say that the Cognitivism Approach is related to an act of every single action in the life that is adopted by humans. In other words, this approach is focused on learning after that to be exposed. It can say that this approach tastes about the open mind, where the learner detects all information and then produces it.

Communicative Approach

On the other hand, Zakime (2018) mentioned that "there is a teaching approach that highlights the importance of real communication for learning to take place". This approach basically is focused on the interaction among people and how language is produced an also refers to where it occurs. Author Richards, (2006, p.2) tasted that "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language". Dörnyei (2009, p.40) states that "the details of a new, principled communicative approach (PCA) are clearly an ongoing process but based on the research conducted over the past decade." The main objective of the communicative approach is that permits learners to build their own communicative component practicing with few simple words until they get a high-level production. These are the following ones:

Behaviorism

Cantania & Harnad (1988, p. 5) state that as per Skinner, "Behaviorism sometimes referred to as the experimental analysis of behavior, it is not an indirect means of studying something else, such as cognition or mind or brain". Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions. Additionally, behaviorism studies the behavior based on what people do and the reaction before, during, and after any action.

Zone of Proximal Development

Vygotsky (1978, p. 86) said, "The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers". Thus, the zone of proximal development can be named as the first step of something learned before and the next level that is going to be master accompanied of a suitable teaching process.

Advantages of English for Specific Purposes

English for specific purposes has been recognized as one of the most outstanding area in the teaching

process that is why in many universities this method is applied to improve some educative fields. Kirkgoz and Dikilitas (2018, p.2) mentions that “English for Specific Purposes is an approach to language teaching that targets the current or a future academic or occupational need of learners focuses on the language, skills, discourses, and genres”. Additionally, English for Specific Purposes concentrates more on language in context than on teaching grammatical rules. Thus, there are some functions such as English for Specific Purposes is applied for specific needs of learners, it uses a suitable methodology based on activities of the discipline, and it is focused on the language.

Communication Skills

Communication skills such as speaking, listening, reading, and writing are used to speak appropriately to expose a diverse vocabulary which makes people communicate effectively. As per Bygate (2003, p.5), “Speaking skill involves not only the use of the right sounds in the right patterns of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning”. Meanwhile, Hidri (2018, p. 87) says that according to Fulcher, “speaking in terms of the verbal use of language to communicate with others”. Besides, speaking skill is the interaction through sounds, words and ideas that provides understandable sense of communication. Furthermore, Listening is the ability to receive and understand messages in the communication process; Laurie (2013, p.48) implies that the International Listening Association defines “listening as attending, receiving, interpreting, and responding messages presented aurally”. On the other hand, Hoover & Tunmer (2020, p.36) defined reading skill as “the ability to extract and construct literal and inferred meaning from linguistic discourse represented in speech”. Following this, Waasaf and Marcovechio (2001, p.11) argued that writing is “teachable and learnable being the skill that can be improved and refined”. Meanwhile, Rex, Koenig, Wormsley, and Baker (1995, p.48) cited Lindenmann’s definition of writing “as a process of communication which uses a conventional graphic system to convey a message to a reader”. Consequently the writer can write down their thoughts, ideas, opinions, facts, and stories. In language communication exists some types of vocabulary that are spoken like Academic Vocabulary that is defined as words that are traditionally used in academic dialogue, other vocabulary type is Content Vocabulary, it guides the students in a large content of learning to develop in the language production and the last is Support Vocabulary, which consists of any remaining words that all students need to know in order to understand a particular sentence or phrase is used in a lesson.

Anatomy and Physiology

Anatomy is the study of the structure and relationship between body parts, meanwhile, Physiology is the study of the function of body parts and the body as a whole. Authors Seikel, King, and Drumright (2010 p, 1) assert that “Anatomy refers to the study of the structure of an organism and physiology is the study of function”. Together anatomy and physiology serve to describe details of the human body. There are three factors that contribute to learning anatomy and physiology for specific purposes such as perceived course learnability, learning community support, and perceived learning effectiveness.

Antecedents

Concerning to English for Specific Purposes it can say that it is taught to achieve a specific learning area that allows learners to use English in their professional career. Indeed, authors Hutchinson and Waters (1987, p. 19) said, “It is an approach to language learning, which is based on learning need”; the same authors Hutchinson and Waters (1987, p. 6) claimed that “the effect was to create a whole new mass of people wanting to learn English, no for the pleasure or prestige of knowing the language, because English was the key to the international currencies of technology and commerce” likewise, Isik and Nalan (2019, p.1) argued that “English for Specific Purposes provides English language instruction that aim to serve learners’ communication needs in English in a certain domain” hence, leading learners to study English in a specific field is what differentiates English for General Purposes. Isik and Nalan (2019, p. 2) claimed

that Johns (2013) states that “English for Specific Purposes has been at its core, a practitioners’ movement, devoted to establishing, through careful research, the needs and relevant discourse feature for a targeted group of students”.

According to Ramirez (2016, p. 2) “English for Specific Purposes emerged because of three fundamental factors: The demands of a New World, a Revolution in Linguistics, and Focused on the Learner” Probably, these three factors depended on the necessity to learn and produce the language with specific purposes. The same author Ramirez (2012, p.3) mentioned that “in the case of English for Specific Purposes, the teacher should not only have general English linguistics knowledge, but also subject content knowledge of the professional field or the occupational field he/she is going to teach”. As a report by Naranjo & Grijalva (2016, p.2) the authors explained that “the origin of ESP came from the XVI century when some protestant merchants went to England, and they had the necessity to use a language related to commerce which permitted them to survive in that world of business”.

Method

The investigation was carried out in nursing career at PUCE in Esmeraldas in A1.2 level in 2019. It is a private institution located at Espejo Street. Additionally, in Nursing Career there are around 450 students taken to professors and students was easy to detect the lack of teaching and learning English for Specific Purposes in nursing The observation and the survey were the techniques applied in this investigation by the reason of through the observation technique; it could be identified the methodological strategies that professors of English apply in their classes and through the surveys career. These techniques were applied at PUCE Esmeraldas in Nursing Career due to the students’ learning process where learners must spend many hours at the campus learning different subjects including general English and in most cases they do not have enough time to develop the cognitive aspects.

Additionally, the population was formed by 82 students and in the sample were chosen 25 students at 1.2 level of Nursing Career, these students are around 19 and 20 years old, also four professors were observed and surveyed once on December 2019 for both techniques in their English class to determine how is English taught and their point of view about English for Specific Purposes. The current research presented two main variables, dependent Interdisciplinary Approach, and Independent Teaching English for specific purposes. Hypothetically, learners of A1.2 level in PUCESE learn and master English Nursing terminologies related to Anatomy and Physiology as well as the production of English language skills.

In the development of this investigation the Statistic Method was applied, as Lokhande & Bahir (2014, p.57) quoted Dr. Bowley’s statement, “Average are statistical constants which enable us to comprehend in a single effort the significance of the whole”. Sharma, Kumar, and Chaudhary (2009, p.85) mentioned Crouton and Cowden’s words, “An average value is a single value within the range of data that is used to represent all the values in the series” in agreement with Bowley, Crouton, and Cowden. In this research an analysis was done in order to determine why English language is taught as general form in Nursing Career instead of specific purposes and it was possible to synthesize that for professors and students from Nursing Career. The use of English for Specific Purposes is necessary to achieve great educative results based on exact need.

On the other hand, the deductive method was used in this investigation because it is a process that allows drawing conclusions based on previous results that in most cases are generally true. According to Collins (2010 p.43) “A deductive approach will mean that you use a theory to develop a proposition and then design a research framework to test that proposition”. Besides, these quantitative techniques were chosen to diagnose the relevant conclusions in the observation and the survey applied to professors and students from Nursing Career of A1.2 level. As Smit (2018, p.182) reported that Creswell argued that “quantitative as a type of research that collects numerical data that are analyzed using mathematically based methods (in particular statistic)”. Moreover, this technique revealed in large percentage the lack of teaching and

learning English for Specific Purposes. All the information was processed from the observation and survey technique using the manual method obtaining the number of students and professors' answers that were observed and surveyed. Microsoft Excel computer program was used for tabulating graphics.

Results

Regarding the classroom environment, students and teachers have a good rapport as represented in figure1.

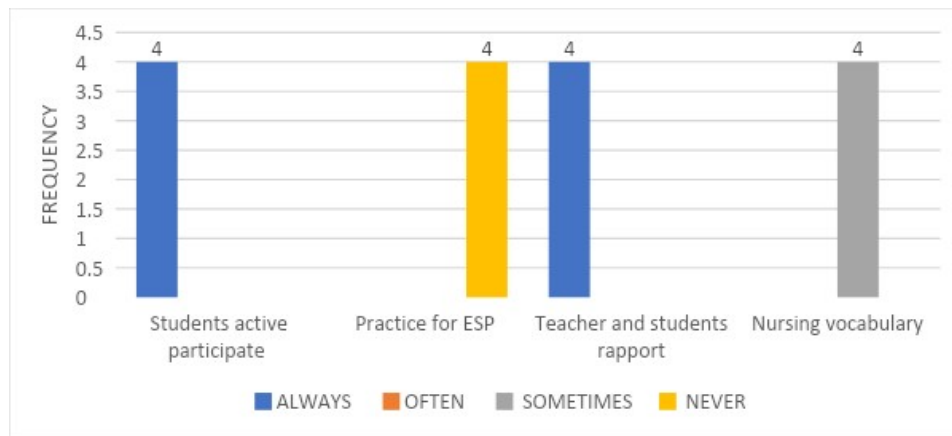


Figure 1. Classroom Environment

Source: Observation

In relation to teachers' methodology they never use specific purposes as is illustrated in (figure 2)

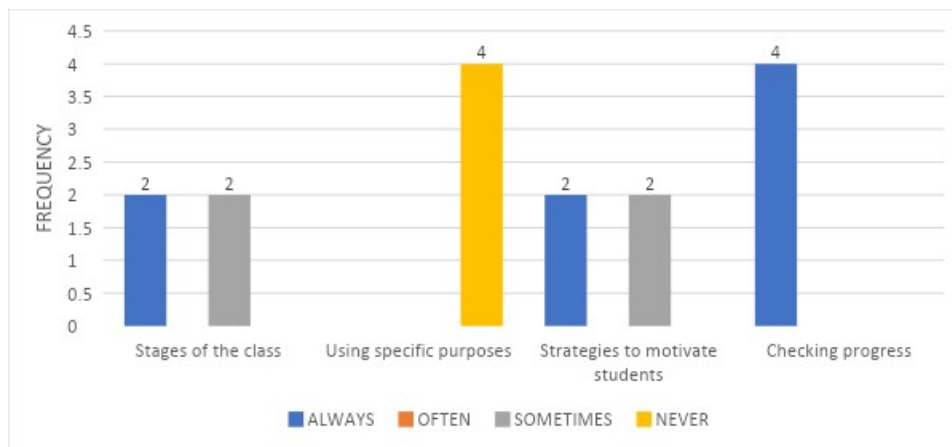


Figure 2. Teachers' Methodology

Source: Observation

Referring to the teachers' strategies three of them usually apply methodological techniques as is showed in (figure 3)

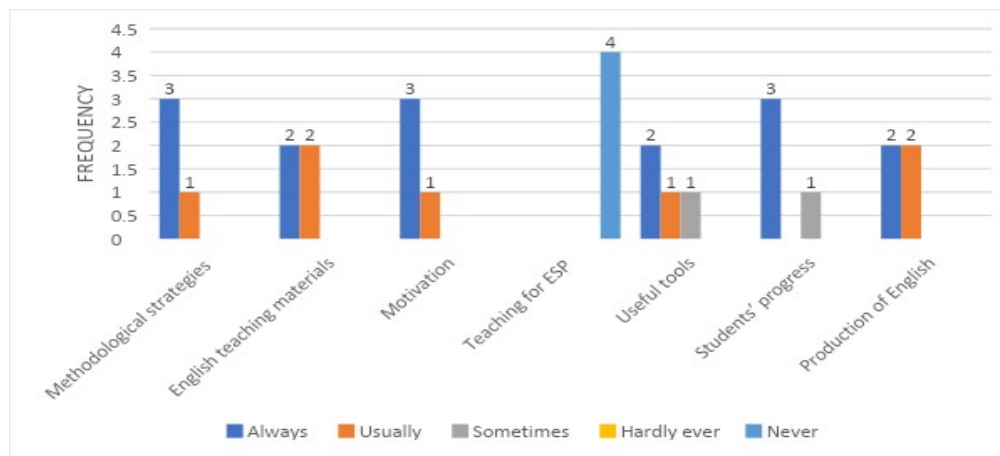


Figure 3. Teachers' Strategies

Source: Survey aimed to teachers

Concerning English for Specific Purposes represented in (figure 4) the results showed that for most students ESP supports their learning process.

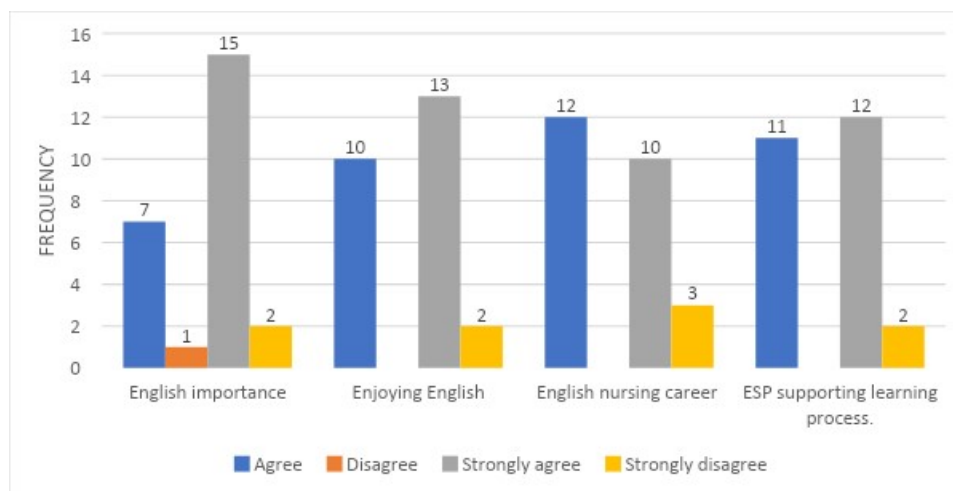


Figure 4. English for Specific Purposes

Source: Survey aimed to students

Respecting the results obtained from the observation and the survey applied to professors and students of Nursing Career, it was essential to design a didactic guide named English for Nursing Specific Purposes which is developed in the following paragraphs.

Proposal

English for Nursing Specific Purposes

English for Nursing Specific Purposes has been designed to support the students learning in nursing career. Concerning to the results obtained from the proposal these results gave meaningful answers to the general objective presented on the research where clearly expressed to design a didactic guide that contains methodological strategies to teach specific nursing vocabulary related to Anatomy and

Physiology subjects in A1.2 level students at PUCSE which is related to the thought of author Ramirez (2016), she mentioned that is very important to help ESP students learn a language what implies vocabulary, pronunciation, communicative functions, forms, and all communicative abilities like speaking, listening, reading, and writing. The purpose of this interactive guide is to provide to instructors and learners effective nursing strategies to teach English with specific purposes. Additionally, the observation and the survey techniques provided compelling evidence to the specific objectives, because it could identify the teachers' methodological strategies the students' English learning needs.

Due to the lack of teaching and learning English for Specific Purposes, this guide pretends to demonstrate how beneficial is teaching English with specific purposes, its advantages, and the considerably impact in Campus PUCE Esmeraldas as well as in the society. Importantly, the study and the practice of English nursing specific purposes allow students to increase their knowledge and the improvement of more nursing English vocabulary. This guide consists in nine units divided in some lessons using English skills including grammar and vocabulary plus various useful expressions.

Regarding the units and lessons each unit has its objective and lessons have their goals. Moreover, audios and videos are part of this guide. Additionally, it has a student work guide that will help them to practice more. Another important fact is that learners not only will work in the guide, but they will also increase their knowledge using technological tools that have been created to accompany the student's learning. The teacher's guide deals step by step every single activity to develop in class. Following this, every warm-up has its name and is explained to be applied.

On the other hand, the units and topics were taken from the nursing career syllabus. They are in the Spanish language, and all of these were changed to the English language. Unit one, lessons one, two, and three plus parts A, B, C, D, and E are shown as illustrations in this article. In addition, the teachers' guide is included to demonstrate the steps to follow in the teaching process. Besides, the students' work guide is also immersed in this guide and the link of the technological tools that are used to reinforce the learning. Moreover, these links can be found in the references. It is necessary to emphasize that Teachers of English do not need to study medicine or nursing; they must follow the instructions detailed in the teacher's guide step by step as well as practice the terminologies to produce a suitable pronunciation.

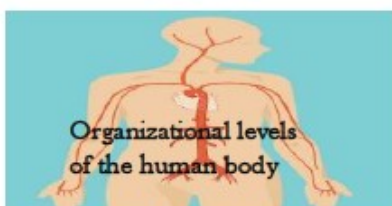
ILUSTRATION OF THE INTERACTIVE GUIDE

ENGLISH FOR SPECIFIC PURPOSES

Nursing guide

Lesson 1

Goal: To describe the function of each organizational level



Warm up (Unscrambling letters)

Unit1 Student's book



A. VOCABULARY

The essential levels of organization in the body, from the simplest to the most complex you will find in the letter soup.

ORGANIZATION LEVELS

J	D	H	Z	B	I	I	N	U	H	W	Z	C	M	K
J	D	V	V	Y	N	R	R	G	O	R	G	A	N	S
Y	L	T	Z	T	A	C	N	F	N	W	F	Y	H	K
B	Z	W	S	S	I	A	R	M	U	U	T	H	N	B
T	Q	Y	O	Y	I	A	U	C	S	S	J	X	S	D
W	Z	S	E	U	S	S	I	T	T	E	V	K	M	N
E	Y	H	A	N	X	T	R	S	L	L	E	C	O	M
P	Y	Z	U	C	B	Y	E	X	L	U	X	W	T	T
T	J	H	U	M	H	N	U	M	A	C	N	L	A	L
K	S	U	E	D	A	P	I	S	S	E	M	V	V	S
C	D	O	R	G	A	N	I	S	M	L	O	S	H	V
V	T	T	R	S	Q	T	F	K	C	O	F	N	A	H
B	E	O	I	D	C	P	S	F	L	M	H	Y	R	K
Y	O	R	O	R	G	A	N	E	L	L	E	S	C	P
V	J	L	D	F	P	X	Y	N	E	T	M	O	F	M

ATOMS
MOLECULES
ORGANELLES
CELLS
TISSUES
ORGANS
ORGAN
SYSTEMS
HUMAN
ORGANISMS



B. LISTENING.

Watch the video, listen carefully the organizational levels of the human body. Identify and number them.

☐

Molecules

☐

Organ

☐

Cells

Connective tissue

Epithelial tissue

Muscle tissue

Nervous tissue

Tissues

☐

Molecules

1

Atoms

☐

Human organisms

☐

Organ systems



C. READING

Read the definition of each organization level. Match them.

- | | |
|---|---|
| <p>a. <u>4</u> Atoms</p> <p>b. _____ Molecules</p> <p>c. _____ Organelles</p> <p>d. _____ Cells</p> <p>e. _____ Tissues</p> <p>f. _____ Organ</p> <p>g. _____ Organ systems</p> <p>h. _____ Human organisms</p> | <ol style="list-style-type: none"> 1. is a group of organs that work together to perform major functions or meet physiological needs of the body. 2. is an anatomically distinct structure of the body composed of two or more tissue types 3. is a group of many similar cells that work together to perform a specific function. 4. form molecules 5. consists of flexible membranes that enclose cytoplasm 6. is a living being that has a cellular structure and that can independently perform all physiologic functions necessary for life. 7. is the smallest independently functioning unit of a living organism. 8. are the chemical building blocks of all body structures. |
|---|---|



D. SPEAKING

Let's talk about the organization levels. For each definition choose the best option and mentioned it to your partner

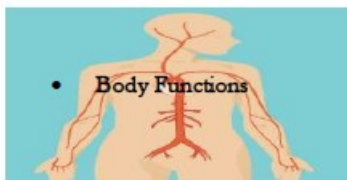
- | | |
|--|---|
| 1. The chemical building blocks of all body structure is <u>molecules</u> | 5. A group of organs that work together to perform major functions or meet physiological needs of the bod _____ |
| A. molecules B. organelle C. tissue D. organ system | A. cells B. atoms C. organ system D. organelles |
| 2. Forms molecules _____ | 6. A group of many similar cells that work together to perform a specific function _____ |
| A. cell B. molecule C. organ D. atoms | A. organ B. organelle C. tissues D. organ system |
| 3. An anatomically distinct structure of the body composed of two or more tissue types _____ | 7. consists of flexible membranes that enclose cytoplasm _____ |
| A. organ B. atom C. organ system D. molecules | A. organ B. organelle C. molecules D. atoms |
| 4. Is a living being that has a cellular structure and that can independently perform all physiologic functions necessary for life _____ | 8. The smallest independently functioning unit of a living organism _____ |
| A. human organism B. tissues C. cell D. atom | A. Cells B. organism C. human organism D. organ |

ENGLISH FOR SPECIFIC PURPOSES.

Nursing guide

Lesson 2

Goal: To learn English nursing terminologies regarding body functions



Unit1
Student's book

Warm up. (Head, shoulders, knees, and toes song)



A. LISTENING

Listen to the classroom conversation about the benefits of sport and do the exercises to practice. Which benefits of doing sport are mentioned? Tick (✓) seven.

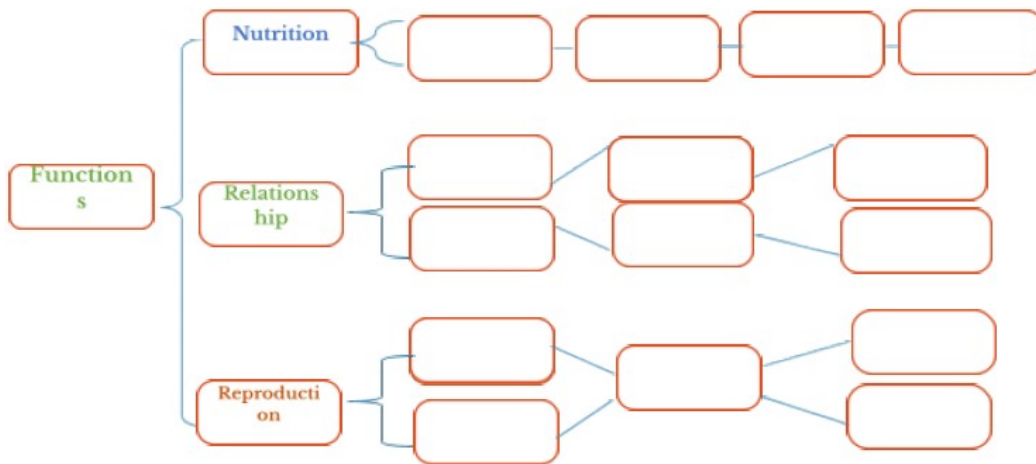
- | | |
|---|--|
| 1. <u>✓</u> reduced risk of diabetes | 6. improved mood |
| 2. improved muscle tone | 7. improved concentration |
| 3. stronger heart and lungs | 8. increased motivation |
| 4. stronger bones | 9. makes people less competitive |
| 5. increased feeling of calm and tranquility | 10. improved communication and negotiation skills |



B. VOCABULARY

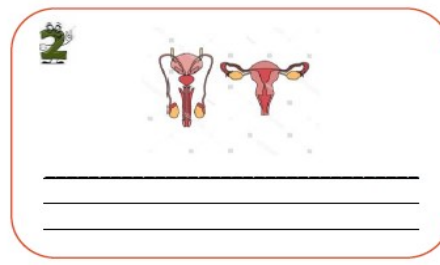
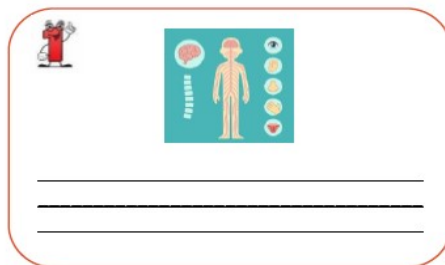
There are some vital characteristic functions in our body system like Nutrition, Relationship, and Reproduction. Now you must identify the sub-divided topics in the box. Take turn to group them in an anatomical part.

Ovaries, vagina, uterus, penis, testicles.	Sense organs, nervous system, locomotor system, joints, muscles.	Digestive system, respiratory system, circulatory system, excretory system
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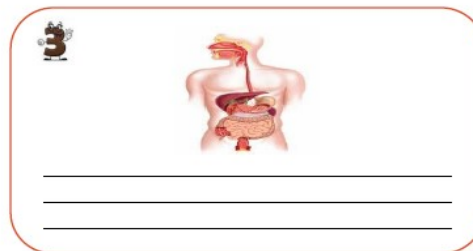


C. WRITING

The human body is composed of three vital characteristic functions like Nutrition, Relationship, and Reproduction. Read the notes below. According to the pictures where can you put them in the map?



Nutrition gets the energy and nutrients the body needs.

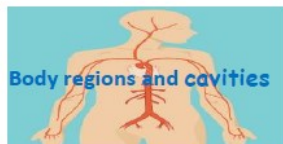


Relationship perceives what happens around and gives answers

Reproduction procreates other living beings similar to their parents.

Lesson 3

Goal: To expand vocabulary and reading comprehension.



Body regions and cavities

Unit1
Student's book

Warm up. (Grouping the body parts)

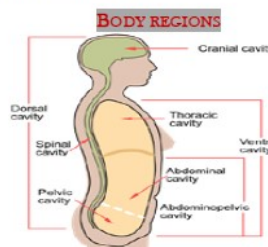


A. READING.

Work in group, read the article about body regions. Match column A with column B.

BODY REGIONS

The human body, like that of many other multicellular organisms, is divided into several body cavities. A **body cavity** is a fluid-filled space inside the body that holds and protects internal organs. Human body cavities are separated by membranes and other structures. The two largest human body cavities are the ventral cavity and the dorsal cavity. These two body cavities are subdivided into smaller body cavities.



- | A | B |
|-------------------------------|--|
| 1 The human body is | a a fluid filled inside the body |
| 2 A body cavity is | b By membranes and other structures |
| 3 The fluid -filled | c ventral cavity and dorsal cavity |
| 4 Body cavities are separates | d protects internal organs. |
| 5 The cavities are | e a number of body cavities |
| 6 The two cavities are _____ | f Subdivided into smaller body cavities. |



B. Vocabulary.

Complete the statement with the appropriate word. Use the phrases in the box.

dorsal cavity cavities organisms membranes organs body
fluid-filled ventral cavity

The human 1 _____, like that of many other multicellular 2 _____, is divided into a number of body 3 _____. A **body cavity** is a 4 **fluid-filled space** inside the body that holds and protects internal 5 _____. Human body cavities are separated by 6 _____ and other structures. The two largest human body cavities are the 7 _____ and the 8 _____. These two body cavities are subdivided into smaller body cavities.



C. Speaking

Take turns. Student A says the vocabulary in English and student B replaces the words in Spanish. Use the phrases in part B.



D. Writing.

With a partner select the organs that belong to Ventral Cavity and Dorsal Cavity.

Ventral Cavity. The ventral cavity is at the anterior, or front, of the trunk. Organs contained within this body cavity include the lungs, heart, stomach, intestines, and reproductive organs. The ventral cavity allows for considerable changes in the size and shape of the organs within it as they perform their functions. For example, organs such as the lungs, stomach, or uterus can expand or contract without distorting other tissues or disrupting the activities of nearby organs.

Dorsal Cavity. The dorsal cavity is at the posterior, or back, of the body, including both the head and the back of the trunk. The dorsal cavity is subdivided into the cranial and spinal cavities.

- The **cranial cavity** fills most of the upper part of the skull and contains the brain.
- The **spinal cavity** is a very long, narrow cavity inside the vertebral column. It runs the length of the trunk and contains the spinal cord.

12

Ventral Cavity

- 1
- 2
- 3 *stomach,*
- 4
- 5

Dorsal Cavity

- 1
- 2
- 3
- 4



E. Grammar.

Write some statements using information from part D, with *there is* and *there are*.

Inside the Ventral Cavity, *there is a stomach.*

(1) In the Dorsal Cavity, *there is a back of the body.*

_____ (2) _____

(1) _____ (1)

_____ (1) _____

(2) _____ (1)

_____ (2) _____

(2) _____ (1)

English for Specific Purposes.

TEACHER'S GUIDE

UNIT 1 GENERALITIES

Lesson 1

Warm up (Human body song)

A. Vocabulary

- ❖ Organize the students in small groups.
- ❖ Make the students predict what they are going to do.
- ❖ Ask them to look at the letter soup and the words that are into the box.
- ❖ Then, give them some minutes to find the phrases.
- ❖ Finally, encourage the students to mention the missing words.

Answers: Atoms, Molecules, Organelles, cells, Tissues,

Organs, organ systems, human organisms

Lesson 2

Warm up (Human body song)

A. Listening.

- ❖ Place the class in small groups.
- ❖ Ask them two questions about the benefits of doing sports. *Do you think doing sports is beneficial for our body? Why?*
- ❖ Explain the students they will hear about a conversation.
- ❖ Then, they tick the benefits that are mentioned.
- ❖ Supporting students listening comprehension repeat 3 times

Answers: 2,4,6,7,8,10

B. Listening.

- ❖ Prepare the students to watch the video.
- ❖ Tell them to observe the pictures for a minute.
- ❖ Explain the students, they will listen someone talking about the organizational levels.
- ❖ Model the activity.
- ❖ Then, they must number the pictures in correct order.
- ❖ Help them if is necessary.
- ❖ Ask them to compare the activity.
- ❖ Next, check the activity on the board.


Answers: Molecules 2, Organelles 3, Cells 4, Tissues 5, Organs 6, Organ system 7, Human organism 8.


C. Reading

- ❖ Enhance the students to guess the activity.
- ❖ Ask to a volunteer to read the instruction.
- ❖ Mention them what they have to do.
- ❖ Then, you must read loud and write a word on the board for example: (*atoms*) try them guess the definition of it that is in the second column. If they do not assert at the first time, make them continue guessing until they confirm the correct definition.
- ❖ Explain to the students that they have to do the same process with the other words.
- ❖ Next, invite some volunteers to write on the board the answers.

Answers: a-4/ b-8/ c-5/ d-7/ e-3/ f-2/ g-1/ h-6

D. Speaking

- ❖ Before this activity, you must need a card of 4x4. Write on it the definition of each organization level. Apart of this, you need to have 8 small pieces of cards. Then, place the words that are in part A in every card.
- ❖ Then, have students form group of two. (A-B)
- ❖ Provide the students the cards with the definition and the small pieces of cards.  Remember all groups must have the 4x4 cards and the smallest one.
- ❖ Paste on the board your card 4x4 and in front of it the smallest cards.
- ❖ Explain the students that although they have eight pieces of cards, in the activity they have four options and they just must choose one of four.
- ❖ (Speak loudly) *the chemical building blocks of all body structure are..... (molecules).*
- ❖ Encourage them to say the word selecting from A to D the best option to answer the question number one.
- ❖ Continue the process in the rest of the questions.
- ❖ Next, make the students practice taking turns.
- ❖ Help them if is necessary.
- ❖ Monitoring the students.

 To promote the students' language production, ask questions about the organization level words and its definitions to some of them.

Answers:

1 a/ 2 d/3 a/4 a/ 5 d/6 c/7 b/8 a

B. Vocabulary.

- ❖ Have the students to work in pair.
- ❖ Briefly, tell them the functions of our body.
- ❖ Explain them that the words into the box belong to each function.
- ❖ Encourage them to locate the words in every function.
- ❖ Monitoring the students, then check the activities

Answers: Nutrition: Digestive system, respiratory system, circulatory system, excretory system.

Relationship: Sense organs, nervous system, locomotor system, joints, muscles.

Reproduction: Ovaries, vagina, uterus, penis, testicles.

C. Writing.

- ❖ Remind the students they are studying the three vital body functions.
- ❖ Give them a minute to look at the pictures into the box.
- ❖ Ask them to read the statements that are into the clouds.
- ❖ Then, encourage them to predict in what picture they must place the definitions.
- ❖ Monitoring.
- ❖ After that, ask the students to read aloud to confirm their answers.

Answers: Relationship perceives what happens around and gives answers. / Reproduction procreates other living beings like their parents. / Nutrition gets the energy and nutrients the body needs

Lesson 3

Warm up. (Grouping the body parts)


A. Reading.

- ❖ Divide the class into groups.
- ❖ Tell the students they are going to read an article.
- ❖ Make them read the article in silent.
- ❖ Draw or project two columns A and B.
- ❖ Explain what they must do.
- ❖ Model the activity.
- ❖ Check the answers.

Answers: 1e/2a/3d/4b/5c/6f

B. Vocabulary.

- ❖ Place the students in group of two, name them student A and student B.
- ❖ Give them clear instruction about the task.
- ❖ Model the activity.
- ❖ Monitoring the student's activity.
- ❖ Call on pairs to say aloud the new words learned.

 Monitoring the student's practice

C. Speaking.

- ❖ Place the students in group of two again.
- ❖ Make them practice the new vocabulary words.
- ❖ Model the activity

Monitoring students

D. Writing.

- ❖ Have students work in pair
- ❖ Draw/ project a table.
- ❖ Make them identify the colors of the two columns
- ❖ Explain them that each cavity has its own organs.
- ❖ Encourage the groups to put the organs in the correct column.

Answers: Ventral Cavity: lungs, heart, stomach, intestines, and reproductive organs.

Dorsal Cavity: both the head and the back of the trunk, cranial and spinal cavities.

E. Grammar.

- ❖ Have students to write some statements.
- ❖ Explain shortly the use of there is and there are.
- ❖ Write two examples on the board.
- ❖ Give them a minute to read in silent the words that are classified in part D. Elicit them to write some statements using the vocabulary and the grammar structure

1. Find the functions and write them.

ORGANIZATION LEVELS																			
J	D	H	Z	B	I	I	N	U	H	W	Z	C	M	K					
J	D	V	V	Y	N	R	G	O	R	G	A	N	S						
Y	L	T	Z	T	A	C	N	F	N	W	F	Y	H	K					
B	Z	W	S	S	I	A	R	M	U	U	T	H	N	B					
T	Q	Y	O	Y	I	A	U	C	S	S	J	X	S	D					
W	Z	S	E	U	S	S	I	T	E	V	K	M	N						
E	Y	H	A	N	X	T	R	S	L	L	E	C	O	M					
P	Y	Z	U	C	B	Y	E	X	L	U	X	W	T	T					
T	J	H	U	M	H	N	U	M	A	C	N	L	A	L					
K	S	U	E	D	A	P	I	S	S	E	M	V	V	S					
C	D	O	R	G	A	N	I	S	M	L	O	S	H	V					
V	T	T	R	S	Q	T	F	K	C	O	F	N	A	H					
B	E	O	I	D	C	P	S	F	L	M	H	Y	R	K					
Y	O	R	O	R	G	A	N	E	L	L	E	S	C	P					
V	J	L	D	F	P	X	Y	N	E	T	M	O	F	M					

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| _____ | _____ |
| 2. _____ | 6. _____ |
| _____ | _____ |
| 3. _____ | 7. _____ |
| _____ | _____ |
| 4. _____ | 8. _____ |
| _____ | _____ |

STUDENTS' GUIDE

Lesson 2

1. Place the categories of vital function

Ovaries, vagina, uterus,
penis, testicles.

Sense organs, nervous system,
locomotor system, joints,
muscles.

Digestive system, respiratory
system, circulatory system,
excretory system

Functions

excretory system

Relationship

uterus

STUDENTS' GUIDE

Lesson 3

Match column A with column B.

- | A | B |
|-------------------------------|--|
| 1 The human body is | A a fluid filled inside the body |
| 2 A body cavity is | B By membranes and other structures |
| 3 The fluid -filled | C ventral cavity and dorsal cavity |
| 4 Body cavities are separates | D protects internal organs. |
| 5 The cavities are | E a number of body cavities |
| 6 The two cavities are | F Subdivided into smaller body cavities. |

Discussion

The results obtained in this investigation in relation to the need of learning English for Specific Purposes, match with the theory of Hutchison and Waters (1987) who explained that English for Specific Purposes is an approach to language learning, which is based on learning need. Making comparisons about the authors' theory, it can say that according to the students' career it is precise to use English Nursing Terminologies (ENT) to help them to gain more language in content and overcome the lack of specific learning.

Regarding the results presented from the investigation done to the students of Nursing Career where they clearly expressed the importance of learning English for Specific Purposes by the reason of it supports their learning process. This result is supported by Hutchison & Waters (1987); they explained the effect was to create a whole new mass of people wanting to learn English, no for the pleasure or prestige of knowing the language, because English was the key to the international currencies of technology and commerce. While Naranjo & Grijalva (2016) reported that the origin of ESP came from the XVI century when some protestant merchants went to England and they had the necessity to use a language related to commerce which permitted them to survive in that world of business". It can be evidenced that the entire groups of learners want to learn English for Specific Purposes due to the great demand that exist in the labor field in order to achieve English language production to use it in real situations in their professional life.

Other important fact revealed in this research is that professors of English do not develop their classes for specific purposes; they apply some methodological strategies to teach English in general content. This contrast with Ramirez (2012) who claimed that in the case of English for Specific Purposes, the teacher should not only have general English linguistics knowledge, but also subject content knowledge of the professional field or the occupational field he/she is going to teach. Moreover, it is important to provide teachers meaningful guides that support their English teaching specific process.

Isik & Nalan (2019) argued that "English for Specific Purposes provides English language instruction that aim to serve learners' communication needs in English in a certain domain" hence, leading learners to study English in a specific field is what differentiate from English for General Purposes.

Conclusions

In summary, this investigation has been relevant for the reason that has allowed visualizing several findings: first, the greatest necessity to teach and learn English for Specific Purposes, second, the design of the didactic guide with methodological strategies to teach and learn an exact field, third, the pedagogical contribution to increase in the students the English language. The aspects mentioned before were revealed from the results of the general and specific objectives obtaining positive answers of the students and teachers eager to gain experience about ESP.

Moreover, teaching and learning Nursing English vocabulary is essential in the interdisciplinary approach related to Anatomy and Physiology subjects. In this case, teachers and students are ready to start from the first step what have learned before and the next level that is master a suitable nursing vocabulary in the teaching-learning process.

Other important fact is that learners through the didactic guide raise specific terminologies in all English Skills using a suitable vocabulary that permits teachers to apply every strategy in class. The methodological strategies added to the guide are related to the students' English needs to be developed. Besides, it can say that PUCESE Campus might have a positive impact in Esmeraldas society.

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